DOCUMENT RESUME

ED 043 590 SP 004 269

AUTHOR	Dal Santo, John
TITLE	Research and Development: A Study of Educational Change in Illinois.
INSTITUTION	Northern Illinois Univ., De Kalb.
PUB DATE	70
NOTE	103p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$2.60
DESCRIPTORS	*Administrator Role, *Chief Administrators, *Educational Change, Educational Innovation, School Districts
IDENTIFIERS	Illinois

ABSTRACT

A study was conducted to determine what a selected group of Illinois school administrators perceive to be the critical factors which facilitate planned educational change. Focus was on the administrator's conception of his role, the development and utilization of innovational practices, and the methods and procedures used in the evaluation and dissemination of information about innovational programs. The literature on processes and procedures of change was reviewed. The 12 school districts selected for study were mentioned most frequently as being innovative in a poll of all Illinois school administrators from districts of 2,000 or more students; they included five high school, four elementary, and three unit districts--eight in Cook county, four in central and southern Illinois. Interviews were conducted with each chief administrator. Responses were analyzed and summarized and the consistent critical factors necessary for education change identified: adequate financial support, a well-trained staff, organized planning, an understanding of human relations, staff commitment favorable to change, adequate physical facilities, an administrative staff which encourages change and staff participation in innovation, awareness of community needs, a planned communication network for disseminating information, a supportive public opinion, and the use of evaluative techniques for continuous program evaluation. (Included are recommendations regarding educational change in Illinois.) (JS)

ED0 43590

RESEARCH AND DEVELOPMENT: A STUDY OF EDUCATIONAL CHANGE IN ILLINOIS

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

by

John Dal Santo
Associate Director, University School
Associate Professor of Education
Northern Illinois University

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY John Dal Santo
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

A Publication Prepared By

The University School
Northern Illinois University
DeKalb, Illinois

Copyright 1970

SP004269

ACKNOWLEDGMENTS

The author wishes to thank Dr. George A. Gogo, Professor of Education and Director of the University School, Northern Illinois University, DeKalb, Illinois, for his encouragement and support in the publishing of this document. My sincere appreciation to Mrs. Karen Garland for typing the final manuscript.

I would also like to extend my gratitude to the school administrators who were so gracious and coöperative during the data-gathering process, and finally to Martha, Frank, Bettina, and Katrina for the moral support necessary to complete this study.

The cover was designed by Mr. James Spence, Graphic Artist, Office of the Superintendent of Public Instruction, Springfield, Illinois, and Mr. Roy Garman, Art Instructor, University School, Northern Illinois University, DeKalb, Illinois.

ABOUT THE AUTHOR

John Dal Santo has been a classroom teacher, guidance director, principal and superintendent in the elementary and secondary schools of Illinois for seventeen years. He was a National Association of Secondary School Principals (NASSP) Intern at Evanston Township High School under Dr. Lloyd S. Michael. Dr. Dal Santo has traveled extensively throughout the United States visiting some of the most recognized innovative schools in the nation.

A graduate of Illinois State University, he has received advanced degrees from the University of Colorado and from Illinois State University. He has taken advanced work at Teachers College, Columbia, the University of Wyoming and the University of Illinois. At the present time, he is Associate Professor of Education and Associate Director of the University Laboratory School at Northern Illinois University, DeKalb, Illinois.

FOREWORD

Much of the literature and data pertaining to educational change today is concerned with the kinds of change now in evidence--the "what" (e.g., team teaching, large and small group instruction, independent study, modular scheduling, and so on). One of the primary reasons this study was undertaken was to gather data concerned with the process, the "how" of educational change.

It is also the author's opinion that there has been no statewide effort made of any significance in the United States to compare and analyze what the practitioner (school administrator), at the grass-roots level of the educational enterprise, perceives to be the critical factors necessary to bring about organized and planned educational change. Furthermore, little is known about what school administrators believe to be the best ways to disseminate information about such experimentations.

It is the writer's hope that this study will encourage others to undertake similar, and perhaps more extensive, efforts to identify and describe innovational practices in education.

PREFACE

Although there have been numerous curriculum changes and revisions, there has been very little change of any great significance in American education. There are emerging forces which will be exerting upon our schools a need for educational programs which will benefit the students as well as our society. These demands will derive from such major forces as technological advancements, international relationships, increased national population, socio-economic conditions, understanding of human relations, and the various educational acts geared for changing education at various levels.

As occupations and skills become obsolete, new social orders are established as others become extinct or change drastically. The need for acquiring more knowledge to live in our complex society becomes a never-ending challenge. It seems that educational programs must keep ahead to be effective. Knowledge is increasing each decade; therefore, we are realizing that our pupils are embarking upon a lifetime job of continuing education. This becomes more evident when a comparison is made of the transition from an industrial revolution to our current aerospace society, which may well be defined as a second industrial revolution.

There is the definite need for schools to employ effective and efficient means for innovational planning to meet the needs of our changing society. It seems justifiable to say that greater demands for educational change will be anticipated.

This preface was paraphrased from an early report made to the faculty at Lakeview High School, Decatur, Illinois, by the late Dr. David Beggs, III, during the early years of the school's transition from a traditional high school to one which received national acclaim as being innovative.

Jerry Hoffman, Principal
Lakeview High School
Decatur, Illinois

November, 1969

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

ABOUT THE AUTHOR iii

FOREWORD iv

PREFACE v

LIST OF TABLES vii

Chapter

I. EDUCATIONAL CHANGE 1

II. REVIEW OF LITERATURE 3

III. PROTOTYPE OF A CASE STUDY 11

IV. SUMMARY OF DATA COLLECTED 23

School District B 23
School District C 27
School District D 30
School District E 35
School District F 40
School District G 44
School District H 48
School District I 52
School District J 56
School District K 60
School District L 64

V. ANALYSIS OF THE ADMINISTRATOR'S RESPONSES AND THE FINDINGS . 70

VI. CONCLUSIONS AND RECOMMENDATIONS 83

BIBLIOGRAPHY 90

APPENDIX A 93

APPENDIX B 95

LIST OF TABLES

Table Page

1. FUNDS USED BY SCHOOL DISTRICTS 74
2. PLANNED COMMUNICATION USED BY SCHOOL DISTRICTS 78
3. DESCRIPTION AND LOCATION OF STUDY OF INNOVATIVE SCHOOL DISTRICTS, 1965-1966 81

CHAPTER I

EDUCATIONAL CHANGE

As our society becomes more complex, with increasing urbanization and industrialization, and as available knowledge continues to expand, the task of education will become greater and greater. Education and training will be provided for an increased number of people. Not only will education be needed for more people but also for a longer span of each individual's productive life and at a more sophisticated level.

Although there were numerous curriculum changes and revisions within a short time after Sputnik I was launched into orbit on October 4, 1957, there appears to have been very few changes which have been adopted, evaluated and diffused as proven educational practices in the curriculum of American public schools. Francis Ianni, Director of the Division of Educational Research, United States Office of Education, states that:

> The last 10 years of research have not brought about the far-reaching changes in practice that were hoped for because neither the efforts to innovate nor the arrangements for diffusing innovation have been developed on a scale that even approaches the need.[1]

There are emerging forces which will exert demands upon the schools for educational programs which will benefit the students as well as our society. These major forces are: technological advancements, international relationships, national population, social-economic conditions, population mobility, human relations, and the increased participation of the federal government in education through the various educational acts passed by the last two or three sessions of Congress for improving education at various levels.

There is the definite need for school districts to employ effective and efficient planning to meet the needs of a changing society. The public schools should be aware of the needs of the local community as well as the broader society. When these needs are identified and the effort is made to meet these needs, educational change should result.

World developments make it necessary to put our knowledge to use immediately. Society cannot be slow in an approach to planned change. If education is to keep pace with societal trends, education will need to find new techniques, new practices and new ways of applying these techniques and practices at the local school district level.

---

[1] Francis A. J. Ianni, "Research and Experimentation." Phi Delta Kappan, 46:429 (June, 1965).

Some refer to the current period in public education as the educational revolution. There have been numerous writings to provide a general overview of the complex nature of the planning and preparation for educational change. These writings have emphasized the breadth, the scope and the difficulty in identifying innovations related to: (1) administrative structure, (2) curriculum content, (3) technological equipment, and (4) strategies of teaching used to enhance the learning process. Publications by Carlson,[2] Miles,[3] Goodlad,[4] Trump and Baynham,[5] Fraser,[6] Heath,[7] and Rosenbloom[8] are attempts to classify or provide an overview of curriculum innovations and are illustrative of the diversity of the educational revolution. As a result of these and many other reports and investigations, new theories and directions are being explored for the explicit purpose of improving practices and initiating new programs in the school districts of the nation. However, such efforts have not focused upon what the school administrators perceive to be the critical factors which are necessary to facilitate change in the school districts. And yet, conventional wisdom suggests that curriculum innovations are doomed to failure unless they receive the support and leadership of the administrators who direct curriculum reforms.

There has been no state-wide effort made of any significance in the United States to compare and analyze what administrators perceive to be the critical factors that are necessary to implement curriculum innovations. Furthermore, little is known about what administrators believe to be the best ways to disseminate information about such experiments.

---

[2] Richard O. Carlson, Adoption of Educational Innovations.

[3] Matthew B. Miles, Innovation in Education.

[4] John I. Goodlad, School Curriculum Reform.

[5] J. Lloyd Trump and Dorsey Baynham, Focus on Change: A Guide to Better Schools.

[6] Dorothy M. Fraser, Current Curriculum Studies in Academic Subjects.

[7] Robert W. Heath, New Curriculum.

[8] Paul C. Rosenbloom, Modern Viewpoints in the Curriculum, National Conference on Curriculum Experimentation.

CHAPTER II

REVIEW OF THE LITERATURE

It was necessary to limit the literature used in this study because of the diversity of material being published related to educational change. The material selected and reviewed was concerned with the processes and procedures of educational change rather than the substance (e.g., organization of team teaching, content of Biological Sciences Curriculum Study, ungraded primary blocks and the like). Particular attention was given to the materials published since the successful launching of the "Sputnik" satellite in 1957 by the Russians. This event seemed to precipitate concern for the need of educational change in the United States.

There has been much lip service given to educational change and the need for it. The attention of the educator is constantly sought regarding numerous administrative, curriculum and technological innovations. However, literature dealing with educational change has been extremely diverse and difficult to categorize. The descriptions which follow are illustrative of such educational change.

Literature on Research in Educational Change

The late Paul R. Mort pioneered a series of studies in the early 1930's which resulted in some interesting speculation about a consistent theory of the process of change in education. Paul R. Mort and Francis G. Cornell made a comprehensive analysis of a group of selected innovations in the schools of Pennsylvania. From such analysis, Mort and Cornell tried to identify some pervasive characteristics that would accompany innovations.[1] Mort and his students completed over 200 studies of the "adaptability" (Mort's synonym for innovativeness) of the public schools since 1930. These studies related to the adoption of educational innovations are linked to characteristics of the school district and levels of expenditure. These studies focus upon the hypothesis that school districts that spend more money per student for education (per pupil expenditure) are the ones that adopt more innovations than schools whose expenditures per pupil are low. These studies are analyzed in the book by the late Donald H. Ross.[2]

---

[1] Mort, Paul R. and Francis G. Cornell, American Schools in Transition, New York: Bureau of Publication, Teachers College, Columbia University, 1961.

[2] Ross, Donald H., Administration for Adaptability, (A source book drawing together more than 150 studies related to questions asking why and how schools improve.) New York: Teachers College, Columbia University, 1958.

Farnsworth in his study said that a long period of time is required in order to develop innovations that would satisfy new insights into the learning process and that would serve to replace teaching techniques and procedures accepted by the educators of the early 20th century. Farnsworth contended that:

> The latter part of the 50 year period would see the introduction of many more educational innovations than were introduced during the early part. It is assumed that from an accumulation of many smaller changes, the new composite development or design would emerge.[3]

School systems have varying rates and patterns of change. These differences are due to characteristics of the community, differences in school district organization and differences in methods of school administration. Truman Pierce found that there is a higher correlation between the ability of schools to change and community characteristics than between the ability of schools to change and characteristics of the school system.[4]

Literature on Change

The literature on change has been expanded considerably since 1950 in various subject fields. Fields such as medicine, agriculture and industrial management have an extensive history in innovational research. Katz and others state that the physicians who innovated were usually the ones who attended medical meetings and conventions in different parts of the country and of the world.[5] Innovational research is especially evident in agriculture where, according to Everett Rogers, 286 studies have been completed.[6] Studies have shown that farmers who deviate from the norm of their environment are identified as innovators. However, they are assumed to have poor judgment and are referred to as gamblers and speculators. Rogers indicates that farmers who innovate consider themselves as deviants.[7] Ryan and Gross conclude that farmers who were the first to experiment with the use of hybrid-corn traveled more extensively to urban areas than the farmers who experimented later with the same product.[8]

---

[3] Farnsworth, Philo. Adaptation Processes in Public School Systems as Illustrated by a Study of Five Selected Innovations in Educational Services in New York, Connecticut and Massachusetts, New York: Bureau of Publications, Teachers College, Columbia University, 1940, p. 119.

[4] Pierce, Truman M., Controllable Community Characteristics Related to the Quality of Education, Study No. 1, New York: Institute of Administrative Research, Teachers College, Columbia University, 1947.

[5] Katz, Eliber, et al., "The Diffusion of an Innovation Among Physicians," Sociometry, 20:253-267 (December) 1957.

[6] Rogers, Everett M., Diffusion of Innovations, New York: The Free Press of Glencore, p. 4.

Industrial firms that are innovative have executives who travel extensively world-wide and are extremely concerned with progress made at home and in foreign countries according to one report.[9] It may be inferred from the preceding studies that innovators in medicine, agriculture and industry tend to be cosmopolite. Perhaps such characteristics may become apparent in an examination of those engaged in educational innovations.

Dr. J. Lloyd Trump, associate secretary of the National Association of Secondary School Principals (NASSP), has given considerable thought to the theory and practice of educational change. The Bulletin, the monthly publication of the NASSP, devoted the May, 1963, issue to "Changing Secondary Schools." The issue concentrated on the extent of change in public schools. Trump advocates flexible scheduling, the use of non-professional personnel as teacher aids, and increased utilization of modern instructional media. He suggests that instruction be provided through independent study, small group discussion and presentations in large groups. Trump emphasizes, as his primary goal, helping students to think for themselves. He also stresses the guidance role of the teacher, flexible use of large blocks of time, cooperative planning among teachers, and varying size and composition of classes.[10]

Matthew B. Miles' book, Innovation in Education, is a compendium of articles and research about innovations which are related to education. Miles injects some order into the confusion and ambiguity of educational change and provides some valuable leads for further study. The book focuses on the process of change as well as the forces which contribute to or inhibit change. There are more than 36 authors who have contributed up to 26 chapters in this publication.[11]

---

[7] Rogers, Everett, M. "Characteristics of Innovators and Other Adopter Categories,"Bulletin 882, Ohio Agricultural Experimental Station, Wooster, Ohio, 1961.

[8] Ryan, Bruce and Neal C. Gross, "The Diffusion of Hybrid Seed Corn in Two Iowa Communities, "Rural Sociology," 8:15-24 (March) 1943.

[9] Carter, C. F. and B. R. Williams, "The Characteristics of Technically Progress Firms," Journal of Industrial Economics, 7:97 (February, 1959.

[10] J. L. Trump, "Changing Secondary Schools," National Association Secondary School Principal Bulletin, (May) 1963.

[11] Matthew Miles, Innovation in Education.

Review of Activities in Educational Change

Systematic study into the nature of educational change has increased greatly since 1962. Some of the following current activities support this trend. A review of current activities cited has been limited to those studies which have received major attention in newsletters, periodicals, monograms and professional literature. Two studies, conducted by Henry M. Brichell, of the dynamics of instructional change in the elementary and secondary schools of New York provide recommendations for the improvement of instructional and administrative programs.[12] A Center for Innovation in Education was established by the state of New York in 1964. According to the state Commissioner of Education, James E. Allen, the function of the Center is to welcome fresh ideas, to encourage the use of new approaches in schools and colleges, to evaluate the innovations and to pass along the results to administrators and teachers throughout the state.

The Center for the Advanced Study of Educational Administration at The University of Oregon received a five-year research and development grant ($500,000 per year with renewal possibilities) from the United States Office of Education to study community structure and education. Two seminars focused upon educational change have already been sponsored by the Oregon project for school administrators. Papers prepared for the seminar by scholars in the field of anthropology, social psychology, rural psychology and education are available in a booklet published in 1964 by the Center entitled, Change Processes in the Public Schools.[13]

A number of worthwhile conferences on educational change have been held since 1963. The University of Nebraska, with financial aid from the United States Office of Education, sponsored a symposium which resulted in the publication of the papers presented by distinguished scholars in the field of sociology, psychology, anthropology, and education.[14]

The System Development Corporation (SDC) of Santa Monica, California, in cooperation with the United States Office of Education conducted a traveling seminar in 1964. The seminar was attended by distinguished educators and others in the fields of psychology and sociology. The group traveled throughout the United States to study 15 school districts noted for their innovations. Post-seminar conferences were held to discuss problems related to the implementation of tested and proven innovations. The SDC later compiled a report based on these visits entitled, Proceedings of the Conference on the Implementation of Educational Innovations.[15] The SDC report concluded that the field extension service concept proved an effective means of stimulating educators to adapt and adopt innovations.

---

[12] Brichell, Henry M., Organizing New York State for Educational Changes, Albany, New York: State Education Department, 1961; and also by Brichell, Commissioner's 1961 Catalog of Educational Change, Albany, New York: State Education Department, 1961.

[13] Richard O. Carlson and others, Change Processes in the Public Schools.

[14] Wesley C. Meierhenry and others, Media and Educational Innovations.

The National Education Association sponsored a conference on curriculum change in Washington, D.C., during 1965. The general theme of the conference was centered around developing change strategies for curriculum change with particular attention given to the local school district.

One of the most promising programs of educational change may develop from the passing of the Elementary and Secondary Education Act of 1965 (Public law 89-10). Title IV of this act provides $100 million over a five-year period for the construction of national and regional laboratories to provide the needed leadership for experimentation and educational innovation in the elementary and secondary schools of our nation. Ianni and McNeill summarize the program as follows:

> ...laboratories will be concerned with a wide spectrum of activities such as basic and applied research curriculum development programs, clearing-house operations for research and curriculum, and materials, as well as training and dissemination....
>
> Research will still be an important function of laboratories, but new emphasis will be placed on converting new ideas emerging from research into forms that are usable in the classrooms, testing their use in the real schools, training teachers in their use and then diffusing the proven ideas to the schools....
>
> Involving teachers in the process of innovation goes hand in hand with development of new materials and techniques. Teachers bring to the development process first-hand knowledge of children.... It is the teacher who must use the products of innovation...he must understand how to use these products, but more than this he must willingly accept continuous experimentation and innovation in the system in which he operates....
>
> ...in the context of educational innovation, dissemination means more than merely 'spreading' information. Effective dissemination must make innovation available in forms that will be understood, accepted and used--and it must be integrally related to the process that brings about understanding, acceptance and use. Its most important medium would seem to be the training of teachers.[16]

---

[15] System Development Corporation, Traveling Seminar and Conference for the Implementation of Educational Innovations.

[16] Francis Ianni, et al, "Organizing for Continuing Change." Saturday Review, 48:55 (June 19) 1965.

At the Ohio State University College of Education a group of educators are studying the process of educational change. Finances for these studies are being provided through a project contract with the United States Office of Education. A publication entitled the Strategies for Educational Change (SEC) Newsletter is used to disseminate the information to interested individuals throughout the nation.[17]

A program on educational change was initiated at the University of Kentucky in 1964. The program is responsible for a number of studies in the area of educational change. The following activities have been undertaken: (1) assisting in organizing conferences for elementary administrators related to educational change, (2) disseminating conference reports of the elementary school administrators, (3) studying innovations in the state of Kentucky, (4) case studies of how innovative practices originate, and (5) sponsorship of a textbook entitled, Perspectives on Education Change, published in 1966.[18]

Ronald Lippett and Donald Dennerll of the University of Michigan are currently involved in a study to demonstrate procedures for the identification and diffusion of proven educational practices. Lippet has directed a number of studies related to the process of planned change. A text which he and others have written entitled, The Dynamics of Planned Change, has been recognized as a standard work in the field of planned change.[19]

The School Research Information Service is an educational service established by Phi Delta Kappa for the purpose of disseminating research reports and descriptions of innovative practices developed by school systems and school study councils. The materials will be made available by PDK to any school system or educator interested in educational change. The Kettering Foundation supports the service.

Egon G. Guba and others have been instrumental in the establishment of the National Institute for the Study of Educational Change (NISEC). The NISEC is located on the campus of Indiana University and is co-sponsored by the University Council for Educational Administration. The organization is expected to be fully operational in the fall of 1967. NISEC is designed to combat what is believed to be three main barriers to educational change:

1. Lack of a conceptual base on which research and action programs might be predicated.

---

[17] Virgil E. Blanke (Ed.), Strategies for Educational Change Newsletter.

[18] Richard I. Miller (Ed.), A Multidisciplinary Focus on Educational Change.

[19] Ronald Lippet, et al. The Dynamics of Planned Change.

2. Lack of trained personnel competent to mount broad-based research and development programs on educational change.

3. Inability of existing institutions to meet change needs head-on.[20]

The Brichell studies in New York State provided the impetus for studies undertaken in the State of Ohio. The catalog of innovations compiled by the State of Ohio includes categories and descriptions of educational importance in six areas: (1) administration, organization, business, and finance; (2) pupil personnel services; (3) school plant; (4) staff; (5) school-community relations; and (6) research.[21] The Ohio State Bureau of Educational Research and Service, the Ohio State Department of Education, the Ohio School Boards Association, the Ohio Education Association, and the Ohio Association of School Administrators collaborated to complete the project.

A seminar on strategy for curriculum change sponsored by the Association for Supervision and Curriculum Development in the spring of 1965, emphasized interest in curriculum planning and development. The papers presented by Wiles,[22] Lionberger,[24] and Kimbrough,[25] provide insight, understanding, and the results of research associated with curriculum change in schools.

The Decatur Public Schools at Decatur, Illinois,[26] and the Tuscon Public School System at Tuscon, Arizona,[27] have identified and categorized the innovations which have been initiated in their respective school systems during the past few school years.

An inventory of educational change similar to the ones in New York and Ohio has been completed by the State of West Virginia.[28] The main purpose of the inventory is to stimulate educators and interested lay people with a summary of new projects and methodology.

---

[20] Egon G. Guba, et al, National Institute for the Study of Educational Change.

[21] Daniel L. Stufflebeam, Catalog of Educational Changes in Ohio Public Schools, p. v.

[22] Wiles in Leepers, Strategy for Curriculum Change, p. 1.

[23] Lippitt in Leepers, p. 11.

[24] Lionberger in Leepers, p. 29.

[25] Kimbrough in Leepers, p. 55.

[26] Lester J. Grant, Educational Innovations.

[27] Robert D. Morrow, An Inventory of Educational Innovations.

[28] Rex M. Smith, A Catalog of Educational Change in West Virginia.

The Educational Resources Information Center (ERIC) is a national information system dedicated to the progress of education and is organized to sponsor research on educational problems. Its primary purpose is to assume the responsibility for transmitting the findings of various research in education to persons who can use it--teachers, administrators, and researchers. ERIC is a development of the United States Office of Education and is established to help the educational community do the jobs related to educational research and its dissemination that cannot be done by every local school district or state.

The Institute for the Development of Educational Activities (IDEA) at Dayton, Ohio, sponsored by the Kettering Foundation, has been organized for the explicit purpose of stimulating the development, evaluation, and dissemination of various ways for improving American education. The Innovation Dissemination Division of IDEA encourages schools already employing innovative practices to: (1) develop procedures for stimulating a climate for inquiry as a means of stimulating research and (2) develop a willingness to translate proven research into acceptable educational practice.[29]

IDEA has organized a Demonstration School Project for the primary purpose of aiding schools with innovational programs in the nation to: (1) communicate with each other, (2) support improvements of programs in the school and (3) emphasize systematic evaluation and dissemination of proven educational practices. A consortium is now being organized which will consist of 50 innovative school administrators who have committed themselves to a systematic, planned and school-wide program of change for improvement.[30] It is difficult to believe that little systematic consideration is given to the process of change. When one considers the expense incurred in the operation of the educational systems of the nation, the fact that billions of dollars (almost 40 cents of each dollar spent by states and localities goes for education) are devoted to education in the United States suggests that a careful assessment should be made of the costs and alternate ways of attaining educational objectives and goals. The enormity of educational endeavor in the United States is shown by the following:

> Education is one of the largest businesses in the United States. It has 55 million customers, 3.5 million employees and a payroll approaching $20 billion.[31]

The preceding list of current activities indicates the growing interest in educational change. There has been a rapid increase in interest within the last two to three years. It will be necessary to increase the activities related to educational change in the years ahead.

---

[29] Eugene R. Howard, The Demonstration Schools Project, p. 45.

[30] Howard, p. 45.

[31] Selma J. Mushkin, Leadership for Education, p. 35.

CHAPTER III

PROTOTYPE OF A CASE STUDY

This chapter describes the interview held with the delegated school administrator of school district A who offered clear and accurate information about his school district. This chapter serves as a prototype of a case study for the remaining 11 school districts and is a detailed description of the types of responses given by an administrator from this kind of school district. However, the descriptive information given in the next chapter will provide condensed versions of the interview using the format of this chapter.

School District A

School and Community

School district A is located in a suburban city of 80,000 which lies along the northern fringe area of Cook county. There is one attendance center in the high school district which had an enrollment of 4,200 students in grades 9 to 12 during the school year 1965-1966. The school district was organized in 1882. The high school building was constructed in 1921 and added onto and remodeled several times during the intervening years. The estimated assessed valuation of the district for 1965-1966 was $338,400,977 and the per pupil expenditure was $1,047.45.

The community is primarily residential but does have some industry located within the school district. The socio-economic status of its citizens is predominately upper middle-class. The assistant superintendent mentioned that 25 per cent of the school population is Negro, that there is a small representation in the community of the low social strata of our society. Parents of the majority of the students are employed in professional and skilled occupations. There are others, a smaller number, that are employed in unskilled personal service jobs.

School and Staff

The school district has a certified staff of 294 members of which 11 are administrators. Master's degrees are held by 227 of the teachers, and all administrators have the master's degree or work beyond the master's degree. The remainder of the 61 staff members have bachelor's degrees.

The school district is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

The large school is considered by its administrative staff to be a comprehensive high school. In an attempt to provide each of its students with broad educational opportunities, to develop to their maximum potential, the high school has a wide range of curriculum offerings. These courses range from college level work and ability grouping in the academic areas to diversified occupations and distributive education in the vocational areas. Either health or physical education is offered every day, and art courses are required in the freshman year. Driver education is required by state law for graduation (i.e., 30 hours of class instruction).

Guidance

The guidance department has 14 full-time and one and one-half part-time counselors who are qualified and certified by the Office of the Superintendent of Public Instruction. The pupil-counselor ratio for 1965-1966 was approximately 300 to 1.

Ability and achievement tests are given in grades nine to twelve. These tests are used to serve as one kind of tool in measuring student aptitude, ability, and growth in achievement. Services away from the school are also provided for any external testing as the needs arise.

School and Community Relations

The school district uses the following media to inform members of the community about its schools: local newspapers, radio, parent organizations, citizens' committees, school newspapers, bulletins, and occasionally television.

Chief School Administrator

The chief school administrator is recognized locally and nationally as a leader in educational change because of the quality of his school and because of his role as a consultant and participant in state and nationwide workshops and institutes on educational change. He has written articles which have appeared in such professional journals as the Nation's Schools and the Bulletin of the National Association of Secondary School Principals. He has a doctorate in education, holds an Illinois Life General Supervisory Certificate and has completed over 37 years as a school administrator.

Interview with Chief School Administrator No. 1

Chief school administrator No. 1 delegated the responsibility of the interview to the administrative intern; his opinions are cited by a verbatim description of his response to each question.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

I feel that the community's attitude regarding the receptivity and acceptance of educational change is excellent. I say this is based upon the kinds of feedback information we have been receiving from our parents at various meetings and from our lay advisory council which meets monthly with us. This is an organization which is on-going, not an ad hoc one. We explain to this organization which is on-going, and they in turn have opportunities to relay back to us how these programs are being received. They also supply us with valuable suggestions and recommendations pertaining to programs that are in the planning stage so as to assure their acceptance. This group represents a cross-section of all our parents so that all socio-economic levels are represented. We feel that this gives us a unique insight into what the attitude of the community is on many of the issues that we face on a daily basis. Recently, we have had a number of opportunities to see that attitude shifted from one of feeling into the active domain. Namely, we have had two bond referendums in the last two years, the first of which was approved by the community on a 5 to 1 basis and then two years later when the first bond referendum did not cover all of the costs of the building program, we went back again to the public and they approved almost the same amount--over eight million dollars--to the tune of 3 to 1 and 2 to 1; that is 3 to 1 on the building program and 2 to 1 for air conditioning the building. Again, we think we know what the attitude is because the superintendent is actively involved in various community organizations and has been a long-term resident here and is an officer of many of these organizations. His association with the various power figures in the community enables him to keep his finger on the pulse of the community toward change and towards the school in particular.

There are a number of resources available to the administrator in initiating educational change. First, there are his own personal attributes, how he personally perceives change, what importance change plays among all the other priorities that face an administrator on a daily basis. I feel of all various factors involved in change, perhaps the leader, himself, of the school enterprise, namely the superintendent, plays an important role. Another resource that is available is the staff members who work with the superintendent. If the various strata in the organizational hierarchy are made up of people who have a positive attitude toward change, are professional in their outlook, and are current in their thinking, the possibility of the superintendent's ideas and those before him of being put into actual practice and in operation is very great. Not to be neglected are the teachers in the enterprise. They are the ones who, in effect, put any program into actual operation. The caliber of the staff is perhaps equally as important as the administrators above that staff. Thus far, I have mentioned simply the school personnel within the school enterprise. However, there are other factors such as financial resources. It costs money, a great deal of money, to hire the kind of staff members to do the job that we are talking about. In addition, facilities are required to enable the innovation of many kinds of programs. Again, money becomes a central factor. A third factor is the kinds of outside help which can bring about change. I would mention here such help as consultants from universities, foundations, and other educational agencies. Again, the kind of help that can come from the immediate community in terms of assistance from businessmen and other lay citizens who are interested in the school and are willing to give up their time and offer their ideas to plan a program and make that program work once it is initiated.

The administrator, it seems to me, should know what resources are available by being aware of the following points. First, being aware of the potentialities of each of his staff members to know their strengths and weaknesses, and to give a person an opportunity to try his wings when he has a particular interest in a program. On the other hand, to know when to shift the responsibility from one person to another to make something go that might otherwise fail. Second, the administrator must be aware of what resources are available in the community, what industries exist, what kinds of people are available to help out in various kinds of programs. More than this, the administrator must be aware of what resources are available beyond the community. For example, what university consultant help is available what kinds of foundations will contribute financial aid for particular programs when appropriate. Third, in addition, and increasingly so, I feel the administrator must be aware of the help that can come from the federal government and the state government in terms of special grants through the various titles under the educational acts passed by the United States Congress. Fourth, and last, I feel the administrator finds out what resources are available by reading. Our own superintendent sets aside one night per week for the explicit purpose of reading literature that has been called to his attention. This is as important to him as any other meeting he may attend during the week. He adheres to this practice as religiously as he would, I'd say, the handling of a board meeting.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

It appears to me that the plans and organization that are necessary prior to undertaking educational innovation include a tooling up for change, that is, a shift in basic rationale upon which administrators, teachers, and others in the organization function, as was mentioned earlier. This is accomplished in part through guidance and leadership from the administrative staff. One of the basic plans which we followed here in school district A to bring out educational innovation is the stimulation of people's thinking through the use of consultants. Consultants come in and speak with our staff members who form a nucleus of people interested in the projects. Then a committee is appointed by the superintendent made up of these people to see how a particular program may be implemented. He (the superintendent) keeps very close track of what is being done, reinforces the efforts that are being put forth, and publicizes the effects of the various studies. These studies are considered pilot studies. As acceptance of these studies becomes more widespread, he lets the momentum of the project carry itself and he directs his energies to new innovations and changes. An important part of the planning is to provide some additional funds in the school budget so that when the special programs come to light, money will be available to initiate immediately the desired change. For example, they felt that an opportunity school for discipline cases was necessary but this did not come to light until the school year had already started. However, the budget provided for an innovation such as this. Therefore, an additional staff member could be hired at mid-year to begin as a teacher in the opportunity school.

The plans are coordinated for educational change here in school district A through regularly held meetings. That is, there are monthly meetings of all department chairman and semi-weekly meetings of all administrators. All of the various projects and pilot studies in progress have a place upon the meeting agenda. The directors or the people in charge of these programs have an opportunity to speak to those present at the meeting about the progress of their particular programs. The people who attend these meetings, in turn, take back information to their fellow staff members in meetings which are held then during weeks when department meetings and central office meetings are not held. Periodically, position papers are prepared by people associated with projects. These are then duplicated and sent out to all staff members so they might read them and become aware of what is taking place.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

School district A depends a great deal upon outside consultants. We have had a large number of professionally recognized educators who have come in during particular times, when considered appropriate, and held a series of conferences with department heads and other staff members and then addressed the entire faculty after school. An additional use of consultants is made in this regard. A consultant is asked to come back after having been gone for a number of years. Thereby, this individual is able to bring about a feeling, on part of the staff, as to what change has taken place during the ensuing years.

The main problems that we encounter in initiating educational change are as follows: (1) Communicating to those who are not directly involved in pilot programs as to what is going on and how it may affect them and what the implications are for them in their own programs. (2) The formulation of specific goals that we are attempting to achieve. (3) Also, attempting to establish the criteria by which progress might be judged. (4) Releasing staff members from other kinds of duties so that they will be able to plan, organize, and coordinate the proposals on the projects that are going to be initiated.

In order to cope with some of the above-mentioned problems, there is some, and I mentioned just a little, slack in our recruitment procedures. We will sometimes over-hire in a particular department so that a person might be pulled in for a special project without really taking on an extra working load. For instance, if our English department had 36 people on the staff, we would add a teacher for half-time teaching. This additional person could be used whenever needed during the regular year as the situation demands. Also, he would be available to provide needed help for a regular staff member who may become involved in a special project during the year.

I have already mentioned our efforts to coordinate, to keep people informed through various kinds of publications. One of the publications which has not been mentioned is the "Intercom." This is a weekly newsletter that simply tells what people are doing, where they have gone, what they hope to accomplish. It is not a newspaper in a sense that depth interviews are conducted or extended explanations are given: rather simply, who, what, and when, and that's about it. If you're interested, then you can go see these people and gather more information in person. I feel the school newspaper, as well, is geared toward innovation and change. The students are asked by the editor to write articles about programs that are underway so that not only teachers are aware of what is going on because they read the student newspaper, but the students themselves are aware of what is going on.

The public is kept aware of what is going on through such publications as the "School Outlook," which is a PTA presentation. This is sent out monthly and lets the parents know what is going on in our school. It's very well done and includes articles in sufficient depth so when a parent reads it, they really have a grasp of whatever is going on at the high school.

It seems that, by and large, the steps that are taken to overcome the problems are communication, communication, communication; whenever an opportunity exists for the sharing of ideas for obtaining feedback on these ideas, those steps are taken.

After a program has been initiated, the program is kept going through normal staffing procedures. The staff members, having been oriented fully in the particular innovation, tend to go on and work consistently at the program because in their own thinking there has been an ideological shift; that is, the rationale out of which they operate has been changed so there is never a question in their mind that the program should not continue. Of course, there is again publicity along the line, even for existing programs so that there is some reinforcement on the part of those who are working with these programs to continue their work along these lines.

I might mention here the school's annual report which gives a succinct summary of the activities of every single organization in school, and the innovative programs even though they cease to be innovative, that is when they begin to become routine, are reported there so everyone knows what is going on and feels they are being recognized.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

In establishing a program that has not been in existence before, there are certain basic needs which have not apparently been met so there is a need for a new kind of program. These needs are fairly well spelled out in conversation through in-service kinds of meetings and in the discussions which take place in department meetings and administrative council. Sometimes these educational objectives--that is, the goals for the innovative programs--are specified and laid out very clearly. On the other hand, many of our innovative programs are so new that there is no one to refer to for specific kinds of things we would like to bring out, so that a number of our programs have rather hazy and unclear objectives in the beginning. For an example, when we established the Opportunity School for Discipline Cases we knew of no other school in the country that had this kind of program. We knew we had a problem with students who were being expelled from school, who were being removed from their educational environment, and who might otherwise be salvaged if we had some other way of working with these students. "Brainstorming" on the problem resulted in many ideas arising, including the Opportunity School. This school has been in operation for several months but the specific educational objectives have not yet been formulated. I suspect during the summer or during the ensuing year that the people who have been associated with the project will sit down and write more clearly what it is that this kind of program will be able to accomplish. Then having had this as a background experience and having established these objectives, the program will be altered to meet the specific objectives as stated.

The kinds of data that are collected and categorized depends upon the kind of innovation about which we are speaking. In the case of the Opportunity School for Discipline Cases, teacher and student opinion will probably be relied upon quite heavily. The same would be true for team teaching and courses in data processing, although in the latter regard perhaps the opinions of future employers would be sought as well. I think that there is a basic recognition here at school district A that much more needs to be done in this area. As a matter of fact, we are now hoping to find a director of research who might work full-time on our staff to help set up not only the educational objectives but the kind of evaluative instruments that will provide the data that is required in the evaluation of projects that may become operative.

As was just mentioned, opinion questionnaires are relied upon quite heavily in the assessment of educational innovations. The other instruments which are used are primarily those in the cognitive domain, that is, those that deal with the intellectual aspects of student performance--achievement tests, in other words.

The people who are involved in the evaluation of our progress vary, of course, from students whom I have mentioned to teachers and administrators. A great amount of use, again, is made of consultants who will come in and speak with staff members, then observe the program in its operation and write up their report and recommendations to submit them to all concerned. The thought here is that these people from the outside may look on our program with more objectivity and be able to bring to us a different perspective to our concerns which tend to be somewhat biased by our daily activities and personal interests.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

One of the practices that school district A has been following for a number of years is to put out an annual report which is much more than a statistical report. It contains a section in which a department chairman, of which we have 16 at school district A, describes the achievements of his particular department and what innovations are planned. In addition, each issue of the annual report features one or two special programs in our school and contains information in depth for anyone that might be interested. Over a period of years, quite a number of volumes of information then are available to those that come inquiring about innovation and change here at school district A.

School district A also maintains a very active visitation program. The word soon gets out through word of mouth by college, universities, student teachers, and others that certain things are going on at school district A and then people begin to inquire about what's going on. We permit anybody and everybody who wants to visit school district A to come and to talk to staff members and to administrators. We have materials which have been reproduced about these programs. An addition to our dissemination process is an overview tape, that is, a tape describing school district A which is shown to anyone who comes to visit us. It describes facilities, the student body, the community, and all the various factors about school district A which can help the visitors develop a frame of reference so when they get out into the building to talk with teachers and students they might have the kind of background information which will permit them to be more specific in their questioning of these resource people, because this is really what our teachers are. They are resource people and consultants just as the consultants are that come from outside the school to talk to our own staff personnel. Again, I should mention that many of our people serve as consultants to other school systems during in-service meetings and workshops. Many of our staff members serve as resource people and even directors of these workshops. Many of the examples that they would use in their speeches and conversation reflect what is going on here at school district A so that the name of our school district is soon battered about quite commonly among educators.

I feel also that we should mention the fact that school district A has been a demonstration center for the gifted student for a number of years and that this program is particularly geared toward the dissemination of information about the gifted programs. In this regard, a special pamphlet and brochure have been prepared which was sent out to large numbers of school systems in Illinois describing the programs and inviting anyone who is interested to come in and see what is going on here.

Of all the methods used in disseminating information about school district A, I believe the most effective is the practice of our staff members taking part in other school systems' in-service programs. Applying what they have been doing that is useful in proper perspective at school district A in the workshop, as examples, tends to make people aware of what is going on in our school district. This method, in my opinion, is very effective because when people come to visit school district A without proper background and preparation, they usually walk away with a "halo" effect saying it was great to be there and they are doing some wonderful things but of course this isn't applicable to our situation. We don't do this, we don't do that, we haven't the money, we haven't the personnel and the excuses are so great that the transfer of learning that we would like to see take place never really does take place.

I don't believe that in school district A we have a person who is designated with the authority for the dissemination of information--that is, the responsibility of everyone. That is, when the superintendent speaks to groups in the community, he is disseminating information. When the assistant superintendent and the administrative intern talk to members of the lay advisory council on a monthly basis, they are taking the responsibility for the dissemination of information. Similarly, teachers, when they attend graduate school, or are visitors elsewhere for a number of reasons, their reference to school district A and what is being done there becomes a method of disseminating information.

Perhaps the most aggressive campaigner for school district A is the superintendent who is known nationwide not only for his efforts at the secondary school level but for his service record in various other kinds of social agencies such as the College Entrance Examination Board (CEEB), the Illinois State Scholarship Commission (ISSC), and many others. I don't believe we are trying to make a great amount of noise as to what we are doing here at school district A. It's sort of a residual effect of our normal conversation with people during our daily activities. There is no real effort being made to test our own horns by sending information about our programs far and wide.

An exception to this, however, would be our practice of sending our annual report very widely to members of our community. Of course, our community has a large number of people who are influential not only in our local community, but throughout the Chicago area and even downstate. The news soon gets down to these people of what some of our innovations are about. When we do talk with visitors and talk with others in the community about innovations, we usually will preface our remarks by saying we are in a pilot study stage of the project or the program is now operational on a continuing basis; in other words, state quite clearly at what stage we are so that the person listening has an understanding of the frame of reference from which we are speaking. As an example, the Opportunity School for Discipline Cases is definitely in the pilot stage. We have had a number of inquiries about it already and we have indicated that we have not subjected this particular innovation to intensive evaluation. Therefore, our comments about it have to be accepted in that light.

School district A and the board of education, the superintendent, and the other administrators have, for a great number of years, felt the responsibility for education that goes beyond the boundaries of our school district. The feeling has been that we are blessed with financial resources that many other communities do not have and if we can give service to others outside of our community as well as to ourselves through opening our doors to visitors, and through the dissemination of information to those who write asking for such information, then we will go ahead and cooperate fully with them.

I think it's important to note that all the superintendents that school district A has had have always been brought in from outside the community. Only once has there been a promotion to the superintendency from within. The men that come in have contacts with people from outside the district and community, and have a vision, which is possible, would not exist if they had lived their entire life here or spent most of their professional career in this community.

Many of the board members who have to give their approval to the expenditure of money for dissemination hold positions in the community, not only the school district proper, but Chicago as well, which gives them the perspective that is broader than that of the local community. Many of them are executives and fly around the country or hold positions in which they, too, are concerned with publicity and advertisement, but basic to all of this, the people of school district A see education as one of their primary commodities. This community is education conscious. There are a number of colleges and junior colleges here, a number of private schools; and while the community is comprehensive in terms of socio-economic groups, there is a definite commitment on the part of the large majority of the citizenry for education and its goals.

Again, many of us at school district A feel that there are many residual benefits to be derived when innovation is undertaken. Even as you become alert to one innovation, you are beginning to open your mind and becoming open-minded toward other kinds of innovations. You become aware of things around you and you begin to develop a tolerance for changes in the routine because many of the things we do on a daily basis in our public schools have very little substantiation and actual research evidence.

There is little reason to feel that the old is better than the new, other than there is the crusted tradition and extended rationalizations which seem to give it credence. So that I think that the teachers, superintendent, and board members all feel that if we can stimulate people to think we are performing a real role in education and through the process of thinking enable them to carry on the process of a kind of research which is desperately needed in education. Then we have been providing a real educational service.

The major problems we encountered in diffusing information pertaining to the success of innovations may be identified as follows. Large numbers of visitors encompass and consume much of our time. We have had approximately 2,000 visitors this school year. More than 3,000 hours of consultation was put in with these visitors by members of our staff. There are bound to be interruptions in our class routine when visitors come early and depart late. Time that would have been put in observing teachers and talking with students in sharing of ideas among ourselves have often been put in talking with visitors.

A great deal of correspondence takes place when people find out that you are an innovative school, and this consumes additional expense and secretarial help. The cost of reproducing materials such as bulletins, pamphlets, and brochures is extremely expensive. If you decide to charge for these items, which seems very reasonable, again you must establish some kind of mechanism to handle this work load. The business office or some other group within the organization must be assigned this responsibility.

Another problem is the expectation on the part of those who come inquiring, that we have all the answers. There is much frustration to be found therein and many people who come have little tolerance for ambiguity. We have much ambiguity here at school district A. In fact, the high degree of tolerance we have for it allows us to move ahead with something now that other people would fear to attempt. Still another problem which has manifested itself is misrepresentation. Frequently, we find people that have visited us, who form some initial impressions going away singing to praises, then others come along expecting to find great things here only to find that we have not moved as far as others have given us credit for.

Another thing I would like to address myself to in this regard is this. If an idea takes hold in a school and begins to develop, by the time it reaches full bloom and maturity in that school setting, much time will have passed. If you follow the practice of having each idea that got started in school reach full bloom and fruition, it is possible that five or six other ideas that are equally as good will have passed you in the meantime. I have noticed that during my stay here at school district A that a lot of ideas have gotten hold here first and they were started here and people came to visit and then a few years later expected to come back and see these ideas in full maturity only to find that the idea had sort of passed out of existence to be replaced by some other idea. Yet in all fairness, there are many schools that get the idea from our school system and now have carried it to a much further stage than we have ourselves. Meanwhile, we are working on other kinds of projects. It may seem incongruent that an innovative school would have this kind of characteristic, that is a shift from one idea to another, yet this seems to be the practice here. If an innovative school is indeed to be

an innovative school, then that school must be open-minded to every idea which comes along. If its heart and soul is captured by one idea, then there is some doubt that the open-mindedness is going to persist very long. Whether or not this is a fair summation in the listener's viewpoint, this would seem to be the philosophy that is followed here in school district A.

Chapter IV which follows employs a format similar to the one used in this chapter to describe the verbatim interviews with the school administrators from the 11 remaining school districts in this study. However, instead of reporting the verbatim responses of the administrator being interviewed, a condensed description of his responses will be given.

CHAPTER IV

SUMMARY OF DATA COLLECTED

Data presented in this chapter were collected from school district case studies and structured interviews. These data were secured, as were the data in Chapter II, to determine what factors school administrators perceived to be critical in bringing about planned educational change in selected Illinois school districts.

The general outline of the remaining school districts case studies tend to be similar, but some variation in information about individual schools is included when it adds to the understanding. The case studies are coded to assure anonymity of the school districts and the administrators (SEE APPENDIX B).

The data in this chapter will follow the format of the previous chapter. That is, a description of general background information about each school is followed by a summary of the administrators' responses to five specific questions. However, in contrast to Chapter III where the administrators' responses were quoted verbatim, this chapter offers a condensed, general summary of such responses.

School District B

School and Community

School district B, which was organized into a consolidated community school district in 1961, is located in Cook County on the northwestern metropolitan fringe area of Chicago. The 14 attendance centers in the elementary school district had an enrollment of 7,365 pupils in grades kindergarten to eight for 1965-66. In 1965-66, the assessed valuation of the school district was $137,231,097 and the per pupil expenditure was $618.28.

The community is residential and middle to upper middle class. Parents of the pupils primarily are employed in professional and skilled occupations.

School and Staff

The school district has 345 certified staff members. Eighty-three hold master's degrees, one a doctor's degree, two no degrees, and the remaining 259 have bachelor's degrees. The school district has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

Basic courses are offered in English, foreign language, mathematics, social studies, practical arts, fine arts, physical education, and science. Advanced courses are offered in mathematics and science. The school district has the reputation of experimenting with new methods and techniques in bringing about educational change.

Guidance

The annual state report indicates that school district B had a partial guidance program. There were two speech teachers, two nurses, two reading consultants, and one half-time psychologist assigned various clock hours in guidance. Guidance services were provided in the homeroom of the one junior high school and by the classroom teacher in the elementary school.

Ability and achievement tests were given in all grades except five and six.

School and Community Relations

The school district uses the following media to inform the community about its schools: local newspaper, radio, parent organizations, citizen committees, school newspaper, bulletins, and a district newsletter.

Chief School Administrator

Chief school administrator No. 2 has a master's degree and 10 semester hours of post graduate work and holds an Illinois Elementary Supervisory Certificate. At the time of the interview, the district was administered by the acting assistant superintendent. His appointment as acting superintendent was to allow more time to select an able successor to the superintendent who recently left for a similar position in the eastern part of the United States. The former superintendent had established a reputation for the school district that encouraged change by establishing an atmosphere encouraging experimentation and teacher creativity.

Interview with Chief School Administrator No. 2

The opinions of the assistant superintendent in school district B are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

The administrator states that the following community conditions are necessary for desirable curriculum change: (1) open channels of communication to the public regarding their schools; (2) board members who are interested in education and actively support their administrators and staff; (3) active participation of lay advisory groups in educational planning; (4) adequate local financial support for implementing new programs; (5) curriculum committees who have the responsibility for assessing, refining, and developing new programs; (6) working agreement with universities for pre-service and in-service consultant help in preparing staff members to be aware of and to use new subject matter materials; (7) encouragement of staff freedom to experiment with new and unproven ideas; (8) initiation of a communication system which is open and which will provide the necessary feedback for identifying usable resources; and (9) administrative leadership which supports and encourages teacher initiative.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

The administrator considers the following practices to be essential in planning and preparing prior to embarking upon innovational programs. First, teachers are identified and employed who have a sense of security, and adequate self-image, and a commitment to educational change. Second, a working relationship between the district and state, and out-of-state universities is established to provide pre-service teaching programs. For example, the administrator states:

> Students from the Chicago area attending the cooperative universities are encouraged to do their student teaching in this district. These students have the opportunity to observe and take part in new programs as well as to share experiences with both staff and pupils. In this way, we have been able to identify potential teachers whom we would like to have join our staff.

Third, teacher visitations to other school districts are encouraged whenever an innovation is identified somewhere; a school representative observes this change and reports to the staff. If the staff feels that the observed program has merit and may be adapted to their situation, the process of purchasing materials and refining them gets underway. This practice has been followed in bringing about curriculum change in the mathematics and science programs.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

In this school, the administrator feels that the following critical factors encourage and increase current and future participation in educational change. First, consultants are used as trouble shooters to respond to some of the problems surfaced. The consultant is used to supply answers to some of the questions that cannot be answered in faculty curriculum meetings. Consultants are not used to create programs for the district. Second, school board members are informed of new programs which are being considered for adoption. Third, in-service programs for parents of pupils in pilot programs are provided. The importance of this interaction with the community through parent groups is necessary for successful participation in educational change. Fourth, total staff commitment is elicited to new programs. Fifth, the district initiates continuous evaluation, refinement, and revision of the programs. If the staff believes the program is ineffective it will be discontinued. There is a feeling that much is to be learned from programs that fail. If a program fails to live up to expectations, it is discontinued and the reasons for its failure are disclosed to the board, parents, and lay vested interested groups.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

The most effective methods and forms for evaluating educational innovations are: (1) subjective judgment of teachers who are in a climate which encourages them to surface their feelings and perceptions about children, their own teaching styles, and their perceptions of themselves; (2) pilot programs in particular subject areas; and (3) standardized test results.

The person responsible for evaluating an innovation is the director in charge of the program or the individuals responsible for the initiation of a particular project. Consultants are not used in this phase of the innovation.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The administrator says that the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations are: (1) the newsletter, which goes to parents of pupils three times a year, and one district-wide periodically to the staff; (2) local newspaper articles; and (3) video tapes of new programs. The video-tape procedure is the most effective method for this district in disseminating information related to the innovational programs.

The superintendent is the person responsible for the dissemination of information related to innovative programs. He delegates the responsibility to a number of people depending upon their roles in the school district organization.

School District C

School and Community

School district C, located in central Illinois, is a unit district organized in 1948 and has an administrative structure including grades kindergarten to 12. In 1965-1966, there were 21 attendance centers with a total enrollment of 11,825 students. The assessed valuation of the school district was $211,157,873, and the estimated per pupil expenditure was $640.00. A new high school was opened in the fall of 1966.

The community is residential and is the home of one of our state universities. The socio-economic background of its citizens is mostly upper middle class, some middle class, and a small representation of lower class income groups.

Parents of the children are predominately employed in professional and skilled occupation. The remainder are unskilled workers.

School and Staff

The school district has 702 certified staff members; of these, 47 are administrators. Master's degrees are held by 352; bachelor's degrees are held by 334; seven have doctor's degrees; and nine have no degrees. The school district is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

School district C has provided a variety of selections and sequences of subjects for pupils having different abilities, interests, and needs. The district has received statewide recognition for its work in special education. Thousands of visitors come to observe the special service programs, including three programs for the handicapped: (1) the program for the trainable and educable mentally handicapped; (2) the program for the physically handicapped-home and hospital instruction, the orthopedically handicapped, the blind and partially seeing, the deaf and hard of hearing; and (3) the program for the multiple handicapped. These visitors also observe the services rendered by speech correctionists, social workers, psychologists, consultants for the gifted, the coordinator of pre-vocational education for the handicapped, and the coordinator of hearing and vision screening.

Guidance

The guidance department has 22 guidance counselors, but only eight are certified by the Illinois Office of the Superintendent of Public Instruction. Nine are full time and 14 are part time. The 1965-1966 pupil-counselor ratio was 312 to one. There is no guidance director for the guidance department. Ability and achievement tests are given in grades seven to 12.

School and Community Relations

The school district uses the following communication media to inform members of the community about their schools: local newspaper, radio, television, parent organizations, citizen committees, school newspapers, bulletins, and district newsletters.

Chief School Administrator

The chief school administrator has a doctorate in education and holds an Illinois Life General Supervisory Certificate. He has no additional graduate work beyond the doctorate. The 1967 school year was his last year, as the district's chief school administrator, after 38 years as a school administrator.

Interview with Chief School Administrator No. 3

The superintendent delegated the responsibility of the interview to the assistant superintendent for instruction. The opinions of the assistant superintendent in school district C are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

According to the administrator interviewed, the community is receptive toward and supportive of educational change. Several reasons for this contention are cited: (1) a well-informed, university-influenced community of citizens; (2) a past history of supporting new programs as well as building and tax referendums; (3) a good system of communication with the community; and (4) excellent community respect established toward the superintendent and the board.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

The following practices are essential in planning and preparing for educational change: (1) a careful estimate of the resources necessary for change; (2) a careful consideration for all the people that will be affected by the change; (3) an adequate, competent staff and necessary personnel to initiate the change; (4) the development of the basic program; (5) the modification and revision of the basic program as the result of staff reaction; (6) the presentation of a final draft to the top administration and board of education for adoption; (7) the formation of an internal committee, depending upon the scope of the innovation; (8) a careful definition of the role of each committee member; and (9) a discussion of the benefits to be acquired by each department, school, and district on the whole. This last stage of planning is initiated with a written proposal and followed through the nine stages given above until adoption by the responsible parties (i.e., the individual(s) delegated by superintendent).

Planning for change is coordinated through the office of the assistant superintendent of schools.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

Four practices encourage and increase current and future participation in educational change. First, the use of scholarly consultant aid proves helpful. Consultants are used to draft a proposal for project funds. If the proposal includes consultant fees, they are paid through the project funds; if consultant fees are not included in the proposal, funds are appropriated from the school district's educational budget. Some state university consultants come to the school at their own expense and provide excellent help with the programs. Second, an effective procedure is implemented to notify the citizens about educational change. They need to become acquainted with the proposed change and how it will affect them. Implementation is achieved by giving citizens sufficient information so they will accept the coming change, cooperate with its adoption, and continue to support it. A related requirement is to give the staff involved in the change assurance that their "empire" is not to be completely upset. Third, in coping with problems affecting change, the director of a particular program is delegated the responsibility of setting up meetings, releasing bulletins to affected teachers, and watching for unusual expenditures which could seriously affect the success or failure of an innovation. Fourth, the continuation of the programs which have been initiated is assured by the appointment of a competent person as director or coordinator, who has been closely associated with the program since its beginning. His responsibility is to report the progress continuously to all individuals concerned with the program. Consultant services for sustained evaluation are also recommended and necessary for a program's success and longevity.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

The following methods are considered effective in evaluating educational innovations. First, the method of evaluation will depend upon the innovation. Sometimes subjective staff opinion is sufficient. At other times, outside sources may be used. Psychologists and social workers can be used if extensive testing is required. Second, a program should include written educational needs and objectives that hope to be attained and are described thoroughly and succinctly with tentative goals.

Third, the data collected and categorized will vary with each innovation. If the data are concerned with the improvement of instruction and youngster achievement, evaluators gather base-line data of student performance in pre-program and post-program situations through the use of standardized achievement test results. Fourth, the measuring instrument will assess whether or not the stated program objectives are being attained. Fifth, the resources used to evaluate the program's progress include staff personnel, psychologists, social workers, guidance people, administrators, and special resource persons who are assigned duties as directors or coordinators of projects.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The following procedures are considered to be most effective for diffusing information pertaining to the success or use of innovations. First, internal and external procedures are established for releasing information about innovational programs. Internal procedures are staff bulletins, superintendent's weekly newsletter, presentation at general faculty meetings by school representatives, and presentations at school faculty meetings. External procedures are local newspaper releases, television and radio presentations, school visitors, and news items published in professional journals. Second, the most effective method is a basic factual statement or annual report attractively presented which describes the innovations attempted, what is to be accomplished, and how the change will affect the staff close to it. The material to be released is presented in such a way that it is useful for lay and professional people. Third, the responsibility for the dissemination of this information is assigned to a school and community relations director. The timing for the release of information depends upon the success of the program and is held until the evaluators have had a chance to document its effectiveness. Fourth, the importance of disseminating information about the various programs and informing the public about their schools is the obligation of the district. Professional dissemination takes place when there is something worth releasing which may be of value to others and is done on an exchange basis with other school districts and by personal visitation to school districts. Several thousand visitors who are interested in observing the educational programs come to this district each year. Fifth, the major problems in disseminating information about programs are: (a) lack of funds, (b) sufficient number of competent staff members for certain programs, (c) lack of released time for staff to work on special programs, and (d) ineffective debriefing sessions for the visitors.

School District D

School and Community

School district D is located in the western suburbs of Cook County. The single attendance center in this high school district has an enrollment of 1,100 students in grades nine to 12. The high school district was organized in 1960. The school was planned, built, and is functioning in association with ideas that have grown out of the Commissions Research Project financed by the Ford Foundation (The Commission on Utilization of the Staff in the Secondary Schools). A summary of the project may be found in Trump and Baynham's book Focus on Change published by Rand McNally of Chicago, Illinois, in 1961.

The estimated assessed valuation in 1965-1966 of the school district was $65,245,732, and the per pupil expenditure was $881.00.

The community is an industrial one, and its citizens represent the middle class and low middle class levels of our socio-economic groups. Approximately 3 to 5 per cent of the adult population are professional people; the remainder are employed in skilled and unskilled occupations.

The elementary "feeder schools" are of the traditional type; therefore, when students enter the high school, they experience a change in classroom and instructional methods and techniques.

School and Staff

The school district has a certified staff of 79 teachers and four administrators. Master's degrees are held by 41 of the teachers, and each administrator has a master's degree or work completed beyond the master's. The remaining 37 staff members have bachelor's degrees.

The school district is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

The school is considered by its administrative and teaching staff to be a comprehensive high school. The school has the reputation of being innovative. It has made provisions to provide small and large group instruction for its students. Large and small group instruction and independent study are made available through the use of team teaching and flexible variation of class schedule. The administration has been able to make better use of the staff by using teachers in a team teaching situation. The recent addition of the learning laboratory has provided a needed impetus to the independent study phase of the school's educational program.

Basic courses are offered in academic areas, and advanced credit is offered in science, mathematics, English, and foreign languages. The industrial arts program and the vocational education program offer a wide range of courses and work study programs for the non-college bound student.

Guidance

The guidance department has three full-time qualified guidance counselors. The pupil-counselor ratio for 1965-1966 was approximately 380 to 1. Ability and achievement tests are given in grades nine to 12. Guidance services are also provided for any external testing such as psychological referrals.

School and Community Relations

The school district uses the following media to inform the community about its schools: local newspapers, radio, parent organizations, citizen committees, school newspapers, and bulletins.

Chief School Administrator

Chief school administrator No. 4 has a master's degree in education and no graduate work beyond the degree. He is completing his eighth year as a school administrator and holds an Illinois All-Grades Supervisory Certificate.

This school administrator is a replacement for the former administrator who has been recognized nationally as an individual who has exercised a great deal of leadership in educational change in Illinois.

Interview with Chief School Administrator No. 4

The opinions of the superintendent in school district D are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

In this community, the acceptance of educational change depends upon the board of education and people of leadership ability in the community itself. The attitude, in general, is reflected by the citizens advisory council and other study committees that were formed at the initial stages of development when this community was in the process of changing from a non-high school district to a high school district.

The most reliable way to determine the availability of resources in the community is through the superintendent's direct contacts with various community agencies that have had a long tradition in the area. The resources are best identified by the people who live in the community for a relatively long period. Typical organizations that might assist educational change would be: (1) the village government, (2) the youth activity groups, (3) the park board, (4) civic clubs, and (5) church groups.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

Plans and organization for innovation should be based upon a clear-cut idea of what purpose the innovation is to serve. Plans for coordinating educational change will require parental involvement, active participation on the part of the instructional staff, and the cooperation of, and hopefully, the ideas and attitudes from the student body.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

The use of outside consultants at a time when their impact will be felt by the instructional staff is important. Consultants in many instances will add credibility to an innovation if they are present when a citizens advisory group or other kinds of groups in the community are considering some kind of educational change.

The problems encountered in initiating educational change stem from staff and community apathy. Problems in this situation are best handled through an extensive on-going communication pattern that involves students, parents, teachers, and leadership personnel. Continuous in-service programs and the reinforcement of ideas by the leadership people are essential to keep educational change moving in the intended direction.

The maintenance of a program that involves innovation requires that leadership people be trained in depth; that is, the potential leaders should be identified on the staff, their involvement should be encouraged, and the abilities of these people should be used in initiating and maintaining new programs.

The re-training of new staff members is one problem which has been eliminated by having seniority teachers of the teaching teams accept the responsibility of acting as mentors for new teachers. This system of aiding new teachers has worked out adequately so far.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

The general problem involved in collecting and categorizing data to assess innovations will vary considerably with the kind of innovation. Much of what is done in terms of the assessment of innovations is probably best called intuitive.

Procedures or instruments used to assess an innovation's success will depend upon what the administrator intends to assess. For example, if he were interested primarily in the cognitive domain, then the types of instruments utilized would more than likely be adequately served by the usual standardized achievement tests, such as the Sequential Test of Educational Progress (STEP), the Iowa Test of Educational Development (ITED), and others. These tests would show nothing except the performance in the cognitive domain of the student.

The personnel and the kinds of resources used in evaluation will vary with the kinds of resources which are financially available in the school system. The small schools are going to have difficulty getting the kind of research help that might be extremely important to the type of evaluation that they would like to undertake. The use of consultants from colleges and universities to assist the staff establish a program of evaluation that seems realistic for the setting, seems to be the most likely way out of this dilemma.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The use of a film strip with a tape combination has been quite effective for explaining particular aspects of the program and the overall picture of practices. Printed materials in the form of brochures are very useful and effective.

On-the-site visitations seem to be a very effective way of informing people about innovative practices. Much creditability is given to an innovation if the visitors become acquainted with the instructional staff and with some of the members of the student body; the innovation seems to be more realistic to visitors when they talk with the people who are associated with the innovation on a day-to-day basis.

Of the methods described, there is no way to differentiate between their relative effectiveness because the film strip, the tape narration, the printed materials, and the visitation are combined into a single informative unit. The tape-film strip is generally used to give information before the on-site visitation. A briefing is given on site by a demonstration director. The visitor is then taken on a tour of that part of the building which seems to be of most interest to him. Points of primary interest have been identified in communication with the visitors before they actually arrive on the school site. Then a debriefing, an evaluation, is the closing phase of a visitation.

The individual responsible for disseminating information in the school is the demonstration director. His primary job is to collect and organize information from the staff and put it in a form most meaningful for visitors. He is responsible for the mailing of materials, answering requests for materials, devising new ways of presenting ideas, and planning film strips and other informational materials. The release of information concerning the outcome of innovative practices is generally based upon the demands. People hear about the innovations and they want details.

In trying to disseminate details about innovative programs, the administration found it difficult because of a lack of personnel and/or time to fill all requests for information and for visitations to the school. Visitations numbering 1,500 to 2,000 during the operational part of each school year indicate the magnitude of this problem.

School District E

School and Community

This school district is located in Cook County north of the city of Chicago, Illinois. It was organized as a high school district in 1900. It has two attendance centers, each housing grades nine to 12. In 1965-1966, the total school district enrollment was 5,128 students. The assessed valuation was $385,417,945 and the per pupil expenditure was $1,169.00.

The community is residential and its citizens represent predominately the upper class and some upper middle class socio-economic groups. Parents of the students are primarily employed in professional and skilled occupations.

School and Staff

The school district has 365 certified staff members; 267 hold master's degrees; 77 hold bachelor's degrees; and 12 hold doctor's degrees. The school is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

This school district has not been as aggressive as others in publicizing its educational programs. It offers the conventional college preparatory science, mathematics, and liberal arts courses augmented by vocational offerings. School district E's high school curriculum is considered progressive and innovative. On a closed circuit television network video tapes and broadcasts are shown throughout the district. Small classes (one faculty member for every 15 students) are at the very "core" of school district E's curriculum. The superintendent recently made this comment in a nationally recognized magazine: "Not even many of the high-priced private schools offer as much individual instruction."[1] The high schools in the district are considered comprehensive in nature; that is, the programs offered include academic, technical, and vocational fields.

---

[1] Newsweek, 49:90 (May, 1967)

Guidance

The guidance department has 16 full-time and seven part-time guidance counselors who are certified by the Illinois Office of the Superintendent of Public Instruction. The pupil-counselor ratio is approximately 86 to 1. Upon entering high school in the district, each student is assigned an advisor who, after visiting the student's home, remains as an advisor of the student until his graduation. If serious problems arise, there are nine full-time social workers to assist the advisors. Ability and achievement tests are given in grades nine to 12.

School and Community Relations

The school district uses the following communication media to inform the community about its schools: local newspapers, radio, television, parent organizations, citizen committees, school newspapers and bulletins, and district newsletters.

Chief School Administrator

Chief school administrator No. 5 has a doctor's degree in education with no graduate work beyond the doctorate and holds an Illinois All-Grades Supervisory Certificate. He has completed 24 years of experience as a school administrator.

He delegated the responsibility of the interview to the Assistant Superintendent for Curriculum, Instruction, and Research.

Interview with Chief School Administrator No. 5

The opinions of the Assistant Superintendent in school district E are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

The community has placed its confidence in the school administration to a rather unusual degree. For many years the citizens have held the attitudes that the staff should be highly professional and that once employed, they should be allowed to exercise their best judgment in determining the direction of both traditional programs and innovative practices.

The attitude of the community is reflected in the manner in which the school board reacts to the following: (1) school administration, (2) financial support for buildings and new programs, and (3) the remarkable degree of freedom the school personnel have to determine their own ends.

This community has always taken pride in its ability to provide funds for adequate schools and school programs. The district in the past has been reluctant to "tap" other resources such as federal and private foundations, for additional funds to attempt other kinds of educational programs. This attitude is beginning to change now, and within the very near future, these federal and private financial resources, besides the district's taxing power, will be used to support programs.

Administrators and knowledgeable staff members become aware of the resources available for educational improvement and change through the various publications reporting current educational activities and by attendance at and participation in professional association meetings.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

The school is highly departmentalized in its approach to curriculum. Each academic chairman (there are 14) is given considerable released time to meet the additional responsibility for keeping abreast of innovative practices in other districts, for discovering instructional materials, and for editing educational reports being published. Since the curriculum organization is departmentalized, the resources needed for innovative programs are made available to the staff by the department chairman. The school rarely operates in a centralized way in matters related to curriculum change.

The director of curriculum meets monthly with department chairmen to discuss curriculum matters and new resources. Some departments are already undertaking educational innovation, mainly as the result of the initiative of teachers. Teachers who are eager to experiment tend to be those who are relatively new to the profession and who have recently completed their own training and education. In those departments where the curriculum is more traditional and where innovation is less frequent, the director of curriculum has to provide greater innovative leadership.

The administrators have been looking at institutional models, such as Egon Guba's from Indiana University, for curriculum change and then asking themselves what step-by-step methods ought to be taken, first, to inform and, second, to encourage departments to engage in innovative practices.

There is little dissatisfaction with this school district in terms of the objectives that the community has established for it and in terms of the objectives the school district has established for itself. There is no real indication that any major innovative practices are necessary to maintain the educational standards that are set. It would be very difficult in this school district to have a school-wide plan for educational change. The departmental tradition is too highly established and successful to suggest that specific change would be school-wide.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

The initiative for change has traditionally come from teachers and from the department to the central administration. It is important to establish an atmosphere in which new ideas can be proposed and tested. Those teachers who want to either initiate new courses or experiment with team teaching are encouraged to do so as much as possible within the budgetary limitation. In certain areas where there has been a common interest, innovations are being tried, and it has been the policy of this school to allow both the teacher and the department as much autonomy as possible.

There are many different kinds of problems encountered in initiating educational change. The teachers are assured that innovations they may not have proposed but which may affect them either directly or indirectly are not threatening and are not going to seriously restrict the way they will operate traditionally. Educational innovation is a sensitive area, and most of the problems are in this area of human relations.

Another problem arises when an innovative program such as team teaching is started by a group of teachers who are not available after a year or two because they have gone into different work. Since the program was initiated because of the enthusiasm of these teachers, it is extremely difficult to find replacements who will sustain the program with the same enthusiasm and commitment of the previous teachers. The programs take some time before they become institutionalized and there is always the risk that when innovative programs become highly identified with particular individuals or a group of teachers, these programs become difficult to sustain with new individuals in the school district.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

The school psychologist has been helpful in organizing research design. Several others on the staff who have had experience have assisted and experimented with several kinds of instruments. A number of people are interested and quite enthusiastic about the Flanders Interaction Matrix as an example of finding out about different ways of relating students and teachers in a classroom situation. The administrator stated:

> This year we have been trying to evaluate one of our team teaching projects which is an interdepartmental project. The types of data we have collected have been both subjective and standardized. We have used some instruments and the Flanders Matrix a great deal. I do not know how this is all going to

> turn out; the teachers spent the whole first semester on this particular project of attempting to identify their educational objectives in behavioral terms so that we would have something to test. Whether we were successful in doing this, I do not know. We tried to design research in such a way that it will give significant data, but it is awfully easy to ascribe significance to data which it does not have and very easy to have missed data that actually shows your result.

It is hard to know precisely what procedures or instruments various people are using to assess the value of technology, programmed instruction, computer assistance, and other things. There is no established procedure here; it depends upon the project and who is working on it. The psychologist will give a much more statistical orientation to the research. Some of the staff have research backgrounds and are eager to get into the evaluation practices. Personnel engaged in evaluative research here include the school psychologist, the director of testing, teachers in the district with research and educational psychology backgrounds who have gotten into this area at their own request, the programmer who is connected with the computer center, and students who are eager to be assigned evaluation projects in student activities. These students, members of the computer club, are getting experience in programming.

There is no office of research, as such, but a great number of different people, from their particular point of view, have been doing a good deal of this work. The Assistant to the Superintendent for Curriculum, Instruction, and Research has the responsibility for informing the central administration of the progress of various evaluative projects.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The major procedure is talking to visitors who travel and visit other school systems. This is a time-consuming obligation, but it is necessary and valuable. Communication is most effective when people come and observe the school in operation. The spirit of any educational practice is difficult to convey in a paper or at a meeting.

Some of the people have published works in professional journals. Specifically, the school psychologist regularly reports his research. The school has not been as publicity conscious as some other schools. The school's practices are reported and publicized through conference reports, conventions, and meetings where members of the staff are on panels or committees.

The curriculum director has the responsibility for disseminating information in school district E. This district does not, as a rule, publicize innovational practices, and no information is released concerning the outcomes of any innovation until it is no longer innovative; in other words, until it has become sufficiently institutionalized so that it can be said, "now this is a practice which school district E is using." This is not because the district is reluctant to publicize, but because this sort of publicity has limited reliability. Visitations are a better way to publicize innovations.

This is a wealthy school district and for many years it has been nationally known for educational improvement. The resources and facilities available to this district allow the staff to do a number of things not possible in other school districts. However, some of the district's practices are helpful to other school districts and can be followed by districts with limited budgets. Even so, this school district is not as conscious of an obligation to help other districts as other schools which have been, in a sense, more committed to innovation.

School District F

School and Community

School district F is located in the northern metropolitan fringe area of Chicago in suburban Cook County. The elementary district was organized in 1950. There were 20 attendance centers in the district in 1965-1966, that enrolled 10,720 pupils in grades kindergarten to eight. The school district's assessed valuation was $338,400,997, and the per pupil expenditure was $687.30.

The community is basically residential but has some industry located within the district. The socio-economic status of the citizens in the community is predominately upper middle class group. Parents of the pupils are primarily employed in professional and skilled occupations.

The community and its school system have received national recognition because of sincere efforts to completely integrate their elementary schools.

School and Staff

The school district has 655 certified staff members, of whom 29 are full-time administrators. Master's degrees are held by 290 staff members, 350 have bachelor's degrees, eight have doctor's degrees, and seven have no degrees. The school district is accredited with a "recognized status" by the Illinois Office of the Superintendent of Public Instruction.

Curriculum

This district is, and has been in the past, involved in experimentation with such programs as "non-gradedness", special interest groups, initial teaching alphabet (ITA), and foreign language instruction at several schools. Tentative plans are for a district laboratory school program to open the fall (1967). The laboratory school will be a "seed school" where new methods and new programs for pupils in grades kindergarten through fifth will be tried and evaluated. If proven worthwhile, programs then will be transplanted to other district schools. The enrollment of the laboratory school will be selected from among the children whose parents express an interest in the objectives of the school. Enrollment will represent a cross-section of racial and socioeconomic groups, pupil attitude and intelligence groups, and district-wide geographic representation.

Guidance

The information related to the guidance department was taken from the School District Annual Report and Application for Recognition.

Guidance service is provided from kindergarten to the eighth grade; each homeroom group, kindergarten to the eighth grade, is a unit for guidance purposes. The guidance department had 16 qualified guidance counselors. The pupil-counselor ratio was 900 to 1. The clock hour assignments for guidance counselors was as follows: nine counselors spent five hours per day; two psychologists spent four hours per day, and five counselors spent six hours per day with research and testing.

Ability and achievement tests are given in grades kindergarten to eight.

School and Community Relations

The school district uses the following communication media to inform the community about its schools: local newspapers, radio, television, parent organizations, citizen committees, school bulletins, brochures, and district-wide newsletters.

Chief School Administrator

Chief school administrator No. 6 has a doctor's degree in education and holds an Illinois All-Grades Supervisory Certificate. He has taken no graduate work beyond his doctorate and is completing his seventeenth year as a school administrator.

Interview with Chief School Administrator No. 6

The opinions of chief school administrator No. 6 are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

The significant criteria for curriculum change is the appetite of the community for education. If the community does not have the appetite for quality education, then curriculum change or any other kind of substantial change in the school program becomes an uphill fight. If the community has an appetite--a desire for quality education--then the job is much easier. These are major criteria for educational change: (1) a community must have a sufficiently broad tax base to provide sufficient assessed valuation per student to afford the kinds of things are are considered as curriculum change; (2) there has to be leadership in the community among laymen as well as among professional staff; (3) there has to be a willingness, a commitment, on the part of the professional staff to want to change--sometimes at the risk of "sticking their necks out"; and (4) the board of education must want and encourage change to happen.

The resources of the community are available if the administrator identifies them, and then taps them by getting involved in and acquainted with the community. He goes to all kinds of meetings, not only of PTA and other school organizations, but also of various kinds of civic organizations. He is a member of a service club, and speaks whenever asked by service clubs, church groups, human relations groups, and other community organizations. At meetings of these groups, he has the opportunity to meet and talk with people representing all interest groups within the school community. This is the primary way the superintendent finds out what resources are available to him in the community.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

Three practices seem essential. First, it is necessary to have a well thought out, articulately described program on paper. If it is not solidly prepared and has not been tested on some sampling groups, chances are that the change will not get "off the ground." Second, a particular plan should be brought to bear upon all the minds within the system. Criticism should be invited from many different quarters and many people should have the feeling that they have a role in the planning and preparation for the program. They then become emissaries or disciples of the program and therefore become salesmen for the change. The commitment is then established. Third, the main element in the coordination of the plans is open communication which is a two-way channel to all affected by the innovation.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

If in the course of planning for a particular change there is a need for outside consultants, arrangements for this resource are made. However, this school district does not depend upon outside consultants to provide plans and a format for change. Instead, consultants assist the district after the plans are known. The administrator feels that until the district has established a firm direction (toward specific goals) the idea of consulting someone outside is a waste of time and money.

A main factor influencing the initiation of education change, and any kind of change, is the normal tendency for people to cling to the status quo. They like the security of the status quo because they know it. They may not like the status quo, but when change is suggested, it is a departure from the status quo and only the adventurous are willing to depart.

Another problem is complacency. Very often the status quoism is associated with the idea that people believe they have the best, the biggest, and the most, and they know it is good. Why should they change? This attitude is usually the reason for a long continuation of certain practices and complacency that has built up over a period of time.

Problems in initiating change are encountered as they arise, and an attempt is made to anticipate as many problems as possible. Nine-tenths of the problems arise from faulty communications, so communication channels are rechecked to see if they have become blocked or if the need for a particular channel had not been foreseen in the first place.

Once the program is initiated and implemented, it attaches itself in the realm of the usual process of administration in order to continue. Effective administration is the element that keeps the program going. Effective administration means effective follow-through and delegation and assignment of specific responsibilities.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

The major kinds of data to be collected and analyzed depend upon the particular kind of change or innovation involved. A knowledge of experimental design is essential so that the right kind of data will be collected.

All kinds of attitude surveys, empirical measures, achievement tests and aptitude tests are used. All the personnel that may be concerned with the topic are used. No specific personnel are associated with a change and as many people as possible on as broad a spectrum as possible are involved. These same people are involved in the evaluation.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

Communication in the printed form (meeting reports, memoranda, brochures, and pamphlets) is the simplest, but it is not the most effective. It is concrete, but most people will not take the time to read this kind of material. However, priority material is printed in local newspapers since most of the citizens in the community read newspapers. The administration maintains a good day-to-day relationship with the press.

The superintendent of schools is responsible for the dissemination of materials dealing with innovations. Information is not released until the school district has something to substantiate its claims. On the other hand, people are continually informed as to what their schools are doing. Then, when the district does have some substantial data, it is released. The district releases its subjective evaluation continually and its empirical, objective evaluation only when it has finished gathering all of the necessary data.

School District G

School and Community

School district G is located north of the city of Chicago in suburban Cook County. The district was organized over 70 years ago. It is a high school district and has one attendance center. The administrative structure includes grades nine to 12, having a total enrollment of 3,323 students. The assessed valuation of the school district in 1965-1966 was $281,234,803, and the per pupil expenditure was $850.00.

The community is strictly zoned as a residential area, and its citizens are from the upper middle class socio-economic group of our society. The parents of the students are predominately employed in professional occupations.

School and Staff

The school district has 186 certified staff members. Five of these are full-time administrators. Of the 186 certified staff members, 155 hold master's degrees, 29 hold bachelor's degrees, and two hold doctor's degrees. The school district is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

The high school in the district is considered a comprehensive high school by its administrative staff. It offers a wide and varied number of courses in the academic, technical, and vocational fields of education. Its primary purpose, however, is a college preparatory curriculum. Eighty-five to 90 per cent of the graduates go on to college. This percentage has remained constant since 1940.

Guidance

The guidance department has 15 full-time guidance counselors and one part-time counselor who are certified by the Illinois Office of the Superintendent of Public Instruction. The department is supervised by a guidance director. The pupil-counselor ratio for 1965-1966 was approximately 280 to 1. Ability and achievement tests are given in grades nine to 12. Services are also provided for any psychological testing that may be required.

School and Community Relations

The school district uses the following communication media to inform the community about its school: local newspapers, radio, television, parent organizations, citizen committees, school newspapers and bulletins, and district newsletters.

Chief School Administrator

Chief school administrator No. 7 has a doctor's degree in education and holds an Illinois All-Grade Supervisory Certificate. He has not taken any graduate work beyond the doctorate and has completed his eleventh year as a school administrator.

Interview with Chief School Administrator No. 7

The opinions of the assistant superintendent in school district G are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

The community has an upper middle class socio-economic status in which most of the parents have had college experience. The parents place a high value on education and want a good education for their children. They realize that this means a more conscious effort must be made to adapt themselves to many of the changes in our society. They recognize that this is more costly than to run a static school program. This is what they want for their children; therefore, they expect "to keep up to date." This attitude of the community is known to the superintendent through his direct contact with citizens. The administrator is sensitive to the various subgroups within the community so that he may have some concept of what they are willing to accept and reject. The community would not want the schools to be "fadistic."

Administrators do not overemphasize their personal roles in bringing about innovations. The faculty of the school must be deeply involved and committed to make an innovation successful. This does not mean that the administrator has no role to play, because he does recruit the faculty and recommends them for appointment. If the school district is to be progressive in terms of making desirable changes, the administrator must provide leadership to do the following: (1) assemble a faculty that is able to work in this kind of environment, (2) encourage and stimulate the faculty to do creative thinking, (3) give the faculty a feeling of security while experimenting, and (4) allow the faculty a high order of freedom.

The administrator knows that even if innovations are planned, some of them will fail. The teacher who is not free to undertake a new idea until he can guarantee that this new idea is sound, is not really free to be creative. The teacher knows that the administrator wants the school to constantly improve itself, but he also knows that the administrator realizes that every idea will not be a successful plan.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

The administration plans constantly for innovations in this school, and the department chairman is a very important person in supervision of instruction and curriculum development. It is a regular part of the procedure to discuss instructional and curricular problems in the administrative staff meetings, in the meetings of counselors, and in the meetings of department chairmen. All innovations are not discussed with the entire faculty.

Frequently, a particular department will make a report to the total faculty on new ideas within that department. The personnel involved may repeat the report four to six times on a district institute day and at each meeting there will be about 30 teachers present to engage in a discussion of some of the innovative ideas in the particular subject area. This is a much better plan than calling together all the district teachers at one time. The larger group reports are ineffective because the teachers cannot feel involved. The administration tries to keep all of the teachers aware of what is going on since this demonstrates to everyone that the school has an interest in new ideas, and the administration attempts to keep the people who will be affected by the change informed of its progress.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

The following factors are important in encouraging and increasing current participation in educational change. First, staff members are urged to attend conferences, institutes, and conventions since very few consultants are brought in from the outside. Staff members are made to feel that they are intimately involved in the whole change process, and and therefore they have to hear and discuss ideas with people in their fields and from different schools. Second, the whole faculty is informed about educational change by various means. This is difficult to do but essential to help keep a proper climate for change. Third, the community is informed of what the schools are doing by a newsletter sent out to parents by the superintendent every two months during the school year.

A program is not always kept going once it is initiated, and someone has to make the decision whether or not to continue the program. Sometimes, these decisions have to be made rather early in the experimentation. The administrators have to be convinced that some degree of success is being attained and that the program is worth continuing; without this administrative support, it is impossible for a program to survive.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

Many evaluations of innovations involving changes in technique and instructional methods are based upon subjective data. It is easy to over-emphasize the validity and use of certain tests in some of these evaluations.

At least once every five years a rather careful follow-up study is made of a class that graduated at least five years previously. The idea of the annual follow-up study is rejected because it becomes superficial. There is not time to do a study carefully in one year, so it is better to do a study more extensively every five years. This surfaces more clues from the students after they have matured a bit and can look back to make a more valid judgment about what the school did in preparing them for later life.

Counselors have a very close relationship with students in this district and frequently are the first people who can tell whether a program or a particular teacher is successful. During administrative meetings, the counselors are able to talk about matters related to educational change that have been learned from the students and staff.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The greatest shortcoming of this district is that it does not have time to print public relations materials. There are times when brochures are prepared and mailed, but generally speaking, the district has not done this effectively.

The administrators feel that a face-to-face contact with parents is important. The PTA meetings are effective since the meetings are held for parents of pupils at particular grade levels. Because the number of parents present is small enough, there exists an important face-to-face relationship with parent and counselor. A typical meeting includes an hour-long presentation and discussion of some idea, followed by a social hour where the parents visit with their childrens' counselors. Each of the 12 counselors meets with 30 parents. The face-to-face contact with their children's counselors gives parents a chance to make observations or evaluations of what is taking place.

The superintendent has the primary responsibility for the dissemination of information about the innovational programs. The responsibility is delegated to other staff members who are either associated with an innovation or the originators of the idea.

The high school is one of two senior high schools in America that has been chosen by the American Library Association to demonstrate library services through Knapp Foundation support. The superintendent speaks to various groups about this Knapp Foundation project, and this gives him a chance for a more personal communication with the public. In 1967, 2,500 visitors at this school observed what was the operation of the library. This is a laborious kind of communication, but it is an important kind and in time it may be reasonably effective.

The most effective dissemination of information about the school occurs when the staff makes presentations and speeches at meetings and when visitors observe innovative activities at the school. Each issue of a bi-monthly publication entitled "Highlights" emphasizes a particular project in great detail. The innovation is publicized only after it becomes institutionalized.

The major reason for disseminating information about innovations is to let other school districts know what is being attempted. If they are interested, the experiences are shared with them.

Some of the following difficulties arise in disseminating information about innovational programs: (1) the financial question of how much the community is willing to spend in terms of printed material, (2) the amount of released time the administrator should allow teachers to prepare materials for dissemination, (3) the practicality of releasing teachers from their regular teaching activities, and (4) the jealousies which may develop among staff members when some have released time assignments. Released time becomes very costly, and one of the great problems is finding the time and providing the talent necessary to prepare reports and related activities involved in disseminating information about educational innovations.

School District H

School and Community

School district H was organized in 1948. It is located in the metropolitan fringe area of the northern part of the state. There are four attendance centers in the district, which enroll 2,580 pupils. The administrative structure is organized on a kindergarten to eighth grade plan. The estimated assessed valuation of the school district in 1965-1966 was $71,329,087, and the per pupil expenditure was $567.00.

The community is predominately a residential area, and the socio-economic status of the citizens represents primarily the upper middle class of our society. Parents of the pupils are employed in either professional or skilled occupations.

School and Staff

School district H has a staff of 127 certified members. This includes eight administrators, four of whom are full-time and four, part-time. From this staff, 26 have master's degrees, 96 have bachelor's degrees, and three have doctor's degrees.

The school is accredited with a "recognized status" by the Illinois Office of the Superintendent of Public Instruction.

Curriculum

Many educational changes have occurred within the school district during the last few years. There has been a continuation of the ungraded schools, along with the initiation of team teaching. Maturation grouping has provided the opportunity for establishing teachable groups during the kindergarten stage.

The introduction of the Initial Teaching Alphabet (ITA) at the primary level is proving to be an excellent beginning in reading for many pupils. The modern mathematics program is implemented throughout the elementary schools. The science programs are complete through all levels, and the social science curriculum is now under revision.

School district H recently joined the Lake County Special Education District. This membership provides school district H with the staff and facilities necessary to educate all of its school age children who may have special education problems. Before this cooperative endeavor, children needing special education, other than the mentally retarded, were sent to other districts for their education.

The school district H Middle School has gained national prominence in educational circles for its advanced construction features and innovations in educational programs.

Guidance

The guidance department has one qualified individual who serves as the guidance director. The pupil-counselor ratio for 1965-1966 was approximately 600 to 1. Periodically during the pupils' years in school they will take tests of mental abilities and achievements in arithmetic, language arts, and reading. The results of the tests will be evaluated by teachers and administrators in planning the future work of the pupils.

School and Community Relations

The school district uses the following communication media to inform the community about its schools: local newspapers, parent organizations, citizen committees, school newspapers, bulletins, brochures, and district newsletters.

Chief School Administrator

Chief school administrator No. 8 has a doctor's degree in education. He is recognized locally and nationally as an individual who has provided leadership for educational change. He has served as a consultant at workshops and teacher's institutes which have emphasized educational change. He is completing his twelfth year as a school administrator. He holds an Illinois All-Grades Supervisory Certificate for teaching and supervision in grades kindergarten to 15.

Interview with Chief School Administrator No. 8

The opinions of chief school administrator No. 8 in school district H are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

The administrator looks for six primary resources. First, to make educational change, a school must have the personnel who are not necessarily going to agree fully but who will carry out what has been decided collectively. Second, ideas are needed which have been thought out with the staff who understand ideas and refuse to get involved in personality conflicts in order to carry out these ideas. Third, financial resources are necessary to implement educational changes. Fourth, the superintendent must be interested in doing something better and something new. Without his support, the change is not going to take place. Change does not start from the ground up, it starts from the top down. Fifth, the board of education needs to support the administrative staff with the change. Sixth, the pupils should be ready for the change. If the innovation is not going to help the pupils, the change should not be made.

The administrator should live in the community for a while and get to know the community. He should know what resources are available, and more important, he should know what resources are not available, such as personnel, finance, and community attitude toward education.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs.

There is a planning stage to make certain the staff knows what they want to do. The planning stage takes time and close personal involvement.

The plans are coordinated through communication. There is a face-to-face planning and face-to-face coordination session during which all persons involved (teachers, administrators, and lay people) can candidly and openly say all that they want to say. The discussion is recorded and sent to all the board members so that they are informed of what is being done. The initial communication technique with full interchange of ideas precedes any writing of prepared plans for changes. First, there must be a stimulus. Change generally does not evolve initially in a democratic way, so the stimulus of the change agent is a dynamic individual who says, "We're going to change," and then perhaps there will be a chance to initiate change.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

A main problem associated with initiating educational change is a simple refusal to change. People want to change but they do not want to give up the security they have and take a chance on what may happen; innovation is a relatively slow process. The main deterrent to initiating change is refusal to accept the unknown.

One factor that keeps the programs going is the "Hawthorne Effect," or a halo. People like to perform for other people. They get a feeling that they have something no one else has and they are going to make it work in spite of anyone. In 1967, over 7,000 people have visited the Middle School which is in somewhat of an organizational change. The problem arises when the visitors stop coming and the attention drops off. The answer is to create another halo.

Question 4

What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

The most important piece of data that can be evaluated is the opinion of the teachers and pupils who are involved with the innovation. The teachers and pupils must meet in an atmosphere where they can be honest rather than defensive, and can tell what is wrong and what is right. The opinion of this administrator is that teacher and student opinion outweighs test data anytime. There are many kinds of data to collect: written materials, taped recorded materials, interviews, and testing. Standardized testing, which may satisfy the conscience of the board and the community, is being done, but the administrator questions standardized tests as a sole criterion for evaluating innovative programs.

Once a change has been started, it must be evaluated every day so that it may be corrected if necessary. This change must be continuous and needs to be assessed continuously by the people involved in the programs.

Question 5

What does the administrator believe to be the most effective procedure for diffusing information pertaining to the success or satisfactory use of innovations?

The normal procedures are used to diffuse information in this district such as inter-office memos, newspapers, notification to board members, brochures, and articles published in national magazines.

The best public relations person is the child, not the teacher, not the parent, and not the administration. The way to get something out and have it accepted is to have the child go home and say, "Gee, isn't this a great time we are having at school. I am so excited about arithmetic." When this happens, the parents say, "That program works." The child is the one who influences those who hold the purse strings.

It is the superintendent's responsibility in this district to see that any written release is made available to anyone interested in the school's educational programs. All facts related to an innovation, good or bad, are released. The various phases of an innovation are presented in the form of a report to the board in an open public meeting. The people involved in particular programs make their own reports to the board.

The major reasons for disseminating information in this district are (1) to let the parents know how their children are being affected by any innovational program and (2) to share with other districts something that is workable in school district H.

The administrator feels that the greatest problem of disseminating information of innovational programs is the inaccuracy of the reporting by the news media. It is very important that the administration be quoted fully and accurately. Anything less than this leads to news releases which are vague, ambiguous, and thus uninformative.

School District I

School and Community

School district I has 41 attendance centers: four senior high schools, five junior high schools, and 32 elementary schools. The district was organized as a special charter district in 1865. The total enrollment in grades kindergarten to 12 in 1965-1966 was 21,063 students. The assessed valuation of the district was $316,287,067, and the per pupil expenditure during the 1965-1966 school year was $516.80.

School district I is located in central Illinois in a community which is considered predominately industrial with some exclusive residential areas. The socio-economic range of the district includes a large representation from the upper middle and middle class group and a good representation from the lower class. Parents of students are employed in a variety of occupations, primarily in the professional with some in the skilled and unskilled categories.

School and Staff

In the 1965-1966 school year the school district had 971 certified staff members. These were distributed as follows: elementary schools had 436 full-time teachers and 13 part-time teachers; the junior high schools had 137 full-time teachers and no part-time teachers; the senior high schools had 328 full-time teachers and 7 part-time teachers. The 1965-1966 Illinois State Department Annual Report listed the district as having six full-time administrators located at the board of education office. Of the 971 staff members, 453 hold master's degrees, three hold doctor's degrees, 511 have bachelor's degrees, and four have no degrees. The school district is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

School district I because of its size (44 square miles) and its large number of students (21,000) in grades kindergarten to 12 has a wide range of course offerings. In the elemetary grades special programs such as Head Start, Talent Project for Culturally Deprived, Special Education for the Mentally Retarded, and others have provided opportunities for all pupils of varying ability. Each of the four high schools in the district has an enrollment of over 1,200 students. With the recent opening of the Area Vocational School in the district, an expansion of course offerings was possible making the secondary school programs more comprehensive. The offerings include college level work with ability grouping in the academic areas, and diversified occupations education in auto mechanics, printing, electricity, and electronics.

Guidance

Guidance services are offered system-wide; however, no individual is appointed as the guidance director. The guidance department is comprised of 21 qualified counselors; 17 are full-time and four are part-time. The 1965-1966 pupil-counselor ratio was 443 to 1. The district has two registered psychologists who handle psychological referrals.

Ability and achievement tests are given in grades 2, 5, 7, 9, 11, and 12.

School and Community Relations

The school district uses the following communication media to inform the community about its schools: local newspapers, parent organizations, citizen committees, radio, television, brochures, school newspapers, district bulletins to parents, and conducted tours of school plant for lay people and community businessmen.

Chief School Administrator

School administrator No. 9 has a master's degree in school administration with an additional 32 graduate hours and holds an Illinois State Life Supervisory Certificate. School administrator No. 9 completed his thirty-ninth year and retired at the end of the 1966-1967 school year.

Interview with Chief School Administrator No. 9

The opinions of chief school administrator No. 9 in school district I are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

The community is receptive to educational change when the citizens know about it and particularly if it does not cost anything. This existing attitude is reflected through feedback from the board of education members, who represent the community, and from the community's support of educational and building referendums in recent years.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

The administrator stated three things are necessary in planning and preparing for educational change: (1) an organization which permits the staff to demonstrate their initiative and creativity, (2) the machinery for cooperative discovery for these needs, and (3) definite plans for initiating the project with faculty, parent, and student awareness, which may be accomplished through the news media, local staff bulletins, and other means of communication.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

Consultants who are employed by the board of education may be from outside the school district or from within the school system, but not directly related to the initiation of the project. The funds for consultants are budgeted for this purpose by the board of education.

The three main problems faced in initiating and encouraging educational change are (1) getting sufficient funds to hire an adequate staff, (2) providing the staff with the released time necessary to be creative, and (3) securing funds for the implementation of a program once it is developed.

Two sources of revenue have been sought to secure funds for educational change: (1) local support with board of education approval and (2) state and/or federal funds. Such funds are available from programs such as the state program for the gifted in both the developmental and demonstrational areas. Various projects are available from Title I and Title II of the ESEA (Elementary and Secondary Education Act of 1965).

Funds from private foundations were received from the Educational Facilities Laboratory to help finance the development of the design of one of the high school building additions and from the Kettering Foundation for a demonstration center to be operable in the fall of 1967.

Question 4

What does the administrator believe to be the most effective methods or format for the evaluation of educational innovations?

In an attempt to evaluate the programs to see if the objectives are being reached, the following are used: standardized tests, achievement scores, parent opinions, teacher opinions, and student opinions. Standardized testing is done regularly to assess the innovational program, while the other measurements are undertaken only when the principals or directors of certain projects feel they are necessary. Therefore, the teacher, parent, and student opinion poll is not a regularly scheduled evaluative procedure. The data gathered about the innovation is relatively subjective except for the standardized testing being done. If any of the innovational programs warrant a specific type of evaluation, outside consultants are used.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The most effective means for disseminating information on successful innovations is planned tours. These tours give visitors the opportunity to see special programs in operation and to observe firsthand what is being attempted at the school. The facilities visited are explained in detail during the tour either by an administrator or preferably by a staff member at the respective sites. After the tour, the group is asked to write an evaluation of what they saw with some comments about how the tour could be improved.

The responsibility for the dissemination of information related to innovational programs varies with the project. The one immediately in charge of the innovation, whether it is the building principal or the department head, is the principle figure in disseminating information.

The public is informed of what is being done during the course of the project; this is a better procedure for communication than waiting until the conclusion of the project and then announcing the results to the interested people. Sometimes the nature of the project is such that there is not much to report until it has been completed. When the information is released depends upon the type of program.

School district I has an educational obligation to release information on innovations to other school systems who are interested in anything that has been done or is being done in this system. Materials are available upon request to the district.

The two main problems in disseminating innovational programs are: (1) the matter of sufficient funds to pay for staff released time to prepare readable material about the projects so that it may be distributed to proper sources and (2) the fact that the staff members outside of these projects are operating in a different frame of reference from those developing them. The lack of direct contact with the projects may result in half truths or misconceptions about the real intent and basic objectives of the project. This creates dissension or a lack of support because people are not properly informed.

School District J

School and Community

School district J was organized in 1858 and is located in the northern part of the state. There are four attendance centers in the district which had 2,236 pupils in grades kindergarten to eight during the school year 1965-1966. The assessed valuation of the district was $93,339,975, and the per pupil expenditure during the year 1965-1966 was $794.84.

The community is residential and has no industry. The socioeconomic status of the citizens is in the upper class of our economy. Parents of the pupils are predominately employed in professional and skilled occupations.

School and Staff

The school district has 132 certified staff members and all have degrees. Three of these are administrators. Of the 132, 72 hold master's degrees, three have doctor's degrees, and 57 have bachelor's degrees. The school district has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

The district has had the reputation of being a leader in curriculum change for more than a quarter of a century. Members of its staff are recognized as leaders in the fields of mathematics, science, language arts, and other areas. There is a heavy commitment to curriculum development in the district. Currently, work is going on in assembling units for mathematics, science, and language arts materials. The progressive school movement advocated by such educators as Dewey, Kilpatrick, and Washburne was given great impetus in this school district in the early 1900's.

Guidance

Guidance services begin at the kindergarten level. Group guidance is provided daily during an advisory period in grades six, seven, and eight. No information was available as to the number of qualified guidance counselors now employed in school district J or the pupil-counselor ratio for 1965-1966. Ability and achievement tests are given in grades kindergarten to eight.

School and Community Relations

The school administration uses the following media to inform the community about their schools: local newspapers, parent organizations, citizen committees, radio, television, and school newspapers and bulletins.

Chief School Administrator

School administrator No. 10 has a doctorate in educational administration and holds an Illinois All-Grades Supervisory Certificate. He has no graduate work beyond the doctorate and has just completed his tenth year as a school administrator. He delegated the responsibility of the interview to the curriculum director.

Interview with Chief School Administrator No. 10

The opinions of the curriculum director in school district J are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

The community has a rich tradition of innovation which started with Carleton Washburne and his original attempts at individualized instruction. The community is anxious to maintain an image which is directly tied into being current and being on the "cutting edge" of educational innovation.

Many community agencies that work closely with the school are The League of Women Voters, the PTA, Lions, Rotarians, and others. There has been a tradition of having lay groups work with the school people in curriculum change or innovation.

The resources available to the administrator are (1) a faculty that is willing and interested to look at change and something new (probably the greatest resource), (2) financial resources that have been available for educational change, (3) corporate leaders and businessmen in the community who by their direct personal contacts with granting agencies eliminate the delay in securing funds for programs that so many other districts have experienced, and (4) universities located near the district have a working relationship with the school to provide consultants for teacher institutes and workshops at the pre-service level.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

The administrative staff provides the leadership for change by seeing to it that the teachers are encouraged and provided with all the resources necessary for designing innovative programs. This in our opinion is of paramount importance to successful implementation of new and innovative programs.

In this school district we encourage teachers to try new concepts. You may say that we have or are in the process of developing a degree of tolerance toward making educational mistakes. It's our feeling that teachers trying new techniques and methods will experience failures; however, we feel these failures will not have an adverse effect upon our pupils' behavior.

The Curriculum Director in our district assumes the "catalyst" role; he encourages the participation of staff in planning, designing, implementation, evaluation and dissemination of new programs.

We feel in-service programs are important too, because the lines of communication are open to all staff this way. The staff members that are not directly involved in a particular program are still informed and as a result become aware of what is taking place within the establishment. This procedure encourages teacher interaction which surfaces many problems that are the concern of all teachers as they relate to their subject area and/or academic discipline.

It is our feeling that since many of our teachers are in demand to serve as consultants this gives us an edge as to the needs of other schools throughout the State. We are fortunate in that our staff in toto have a sense of confidence, security and commitment toward educational change. Therefore, we feel we will be successful in developing and evaluating new programs.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

The administrator cited the following factors as important in encouraging and increasing current and future participation in educational change: (1) adequate funds to acquire the necessary staff, materials, and equipment, and (2) time to maintain an on-going program. The main problem encountered is lack of time for extensive pre-service and in-service training.

Most of the programs that the school initiates involve a pilot study; if the pilot study shows program effectiveness, they may be incorporated into the regular program. Grade group meetings and curriculum meetings are held to demonstrate the effectiveness or lack of effectiveness of these programs.

Question 4

What does the administrator believe to be the most effective methods or form for the evaluation of educational innovations?

The administrator feels that the evaluation procedure in this school district is inadequate. The job of collecting data and assessing the innovation is done without a sophisticated research design. The innovation is measured by expressed attitude and feeling of the teaching personnel, and this evaluation influences decisions as to whether or not programs will be continued and maintained. This procedure has many weaknesses and some strengths. Valid research, therefore, which could be used outside the district is negligible.

The programs are evaluated through the use of questionnaires and attitude inventories. Standardized achievement tests are also used to measure significant gains in pupil growth. The school psychologist has provided the school district with assistance in the area of program evaluation, and personnel from universities in the state assist in this evaluation also.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

There are a number of people within the school district who do a great deal of writing for publications that are distributed on a national basis. In addition, school district J operates its own press for publishing information about programs which are successful. A number of people on the staff have achieved national recognition and are used frequently as consultants and speakers to describe the innovational practices pertaining to their subject matter area.

The most important device for disseminating information about educational innovations is the visitations by interested individuals and groups. An added advantage of this method is the interaction which takes place between teachers and visitors. This results in valuable feedback which is applied toward improving the understanding of innovational programs.

The superintendent by tradition is charged with the responsibility of disseminating information related to innovations. He often delegates this responsibility to various staff members closely involved with the innovation.

School District K

School and Community

School district K, located in Jackson County in the southern part of Illinois, was organized in 1923. It is a high school district with two attendance centers and an administrative structure including grades nine to 12.

This residential community is located near a state university. The citizens represent predominately the middle class of our socio-economic groups. The parents of the students are primarily employed in professional and skilled occupations. The remainder are unskilled workers.

The assessed valuation of the school district for 1965-1966 was $52,188,856, and the per pupil expenditure was $631.89.

School and Staff

The school district has 76 certified staff members. Five of these are administrators, four full-time and one part-time. Of the 76 certified staff members, 53 hold master's degrees, 22 hold bachelor's degrees, and two are non-degree teachers. The school district is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

The school district is considered by its administration to be a comprehensive school district. It has provided those students who have indicated no interest in college with the opportunity to attend their Marketable Skills School. This school provides work-situation training in various marketable skills, and then places its students in actual work situations. Their progress is observed very closely, and follow-ups are made periodically after the students leave school and are in employment full-time. The school is well known to educators interested in this kind of program. The school has been well recognized in the southern part of our state. The high schools in the district have a wide range of course offerings for the college-bound student, too.

Guidance

The guidance department has two full-time and three part-time qualified guidance counselors under the supervision of a guidance director. The pupil-counselor ratio for 1965-1966 was 290 to 1.

POOR ORIGINAL COPY - BEST
AVAILABLE AT TIME FILMED

Ability and achievement tests are given in grades nine to 12.

School and Community Relations

The school district uses the following media to inform the community about its schools: local newspapers, radio, television, parent organizations, lay citizen committees, school newspapers, and bulletins.

Chief School Administrator

Chief school administrator No. 11 has a master's degree in education with one year of additional work and holds an Illinois All-Grades Certificate. He has completed 13 years as a school administrator.

He delegated the responsibility of the interview to his assistant superintendent and high school principal.

Interview with Chief School Administrator No. 11

The opinions of the superintendent and principal in school district K are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

A receptive community to educational change is a community that has developed an attitude of confidence in its school district's board, administration, and staff. This may be reflected in proposed and passed bond and tax referendums, on one hand, and provisions made for selecting an adequate staff, providing for staff benefits (salaries and fringe benefits), and purchasing necessary equipment, on the other hand.

An important condition for curriculum change is that the administrators, teachers and others be knowledgeable of what is currently taking place in American education. Once an educational need is apparent, then the staff finds out how to cope with the problem of identifying needed resources. It is necessary that the administrator become sensitive to whatever is lacking in his school system; then this dissatisfaction may dictate what the community or other resources can be channeled toward the remediation of any particular program.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

The administrator must have convictions that what he and his staff are attempting is the best for the students. Then he must constantly encourage people to try innovation, knowing that failure as well as success can provide valuable information which may be important in identifying factors related to educational change. To bring about this change, there must be a total commitment by administrators, staff, and school board to innovate.

A commitment by designated personnel to communicate throughout the school system is extremely important. The administrator must get out into the building and let the staff know he is interested in what they are doing. There must be this communicative interest in innovation.

The basic question that arises is whether or not the change will improve the general overall educational system. This administrator believes that this is the difficulty in education. Progress has been slow in making changes because there is no valid research to prove that a particular new method is better than the old way. Very little change will result if the research data have to be substantiated before the innovation can take place.

When something innovative is to be tried, the following procedures occur. First, a committee is established which is representative of the personnel who will be affected by the change. Second, the program is written carefully stating the objectives, the funds necessary, and the means by which the results may be evaluated. Third, the program is presented for approval to the administrators by persons representing the committee working on the program. Fourth, the program is referred to the board of education for adoption. Committee representation is usually requested at the school board meeting for adopting the program. This offers the opportunity for the board to ask pertinent questions of people closely associated with the program.

Question 3

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

Each year the district has money appropriated in the budget for consultants. The nearby universities furnish a resource of professional people which is tapped quite frequently when a situation calls for it. The district tries to avoid an "inbreeding" of consultant help; therefore, sophisticated professional people are sought from other parts of the state and from out of state to provide needed educational consultation.

Every attempt is made to provide the staff with good working conditions; salaries and other fringe benefits are important. The administration tries to maintain a per pupil ratio of under 20 per teacher. Class load adjustments are made to allow designated teachers the released time necessary to work on special projects. The budget provides funds for the staff to attend professional meetings, a practice which is encouraged by the administration and board.

Every encouragement possible is given all staff members to experiment in their own teaching areas. The administration likes to know what is happening and the results. The best method for disseminating information about innovations is to have people visit the school during the year to see firsthand what the school is actually doing. A small group of visitors is handled easier than a large group because it is easier to communicate with a small group. There is no better way than for the superintendent to invite people to visit the schools during his contacts with groups of people in the community.

The superintendent has the ultimate responsibility for releasing information related to educational change. The best resources for disseminating information are the personnel who are directly responsible for the innovative programs. These people are made available to other school systems if they are asked to visit as consultants. It is an educational obligation of all personnel in this school district to contribute whenever possible to the dissemination of innovational materials.

The greatest problem in disseminating information is the way it is interpreted. Visitors come and immediately set up their situation. Most of the visitors do not realize the planning, the problems, and the educational situation involved with initiating and implementing innovations. As a result, many premature conclusions may be made in prejudging an innovation. This has a direct relationship to whether or not an attempt will be made to transplant any aspect of an observed innovation.

An attempt is made to create an atmosphere which will stimulate the staff toward change. Participation in professional meetings and visits to other schools are encouraged so that the staff will become aware of what is current in other schools.

An in-service program is provided for the staff members directly associated with any change, and for other staff members who must be educated to the fact that any particular innovation in the school will have some kind of impact on their particular subject area as well as on the entire school program.

Once a program has been initiated and implemented, and has shown some indication of being acceptable, long-range plans are set up to provide for its cost. This necessitates looking at the program and projecting over a period of time anticipated program demands in the form of money, staff, and necessary materials.

Once a program has been initiated, a person is selected to follow it through who is a capable, knowledgeable individual having leadership qualities deserving of the staff's commitment. It is important to a school system to make every attempt to retain the competent personnel involved in innovative programs. If staff members who leave the district are key personnel, the effectiveness and efficiency of the program are definitely affected.

Question 4

What does the administrator believe to the most effective methods or forms for the evaluation of educational innovations?

The district identifies the needs for a program and then relates the programs initiated to these felt needs. When a program is established, the objectives are written into the planning of the program in order to direct more effectively its development. Then the school does some basic research; nothing sophisticated is done, but objective data are gathered in order to make some conclusions as to whether or not the program is something worthwhile and whether to continue it. Referral is constantly made to the objectives to determine if the program is attaining the goals and the objectives expected of it.

The instruments used to evaluate the programs will depend upon the program. Some programs, because of the nature of the innovation, use subjective measurement. For others, some types of instruments are used to measure its effectiveness. For example, a pre-test, post-test kind of instrument is used to check academic growth prior to and after using a particular technique. A controlled group and an experimental group are used to see if one group has performed better than the other, based upon the data received from the instrument used.

In evaluating the programs, much depends upon teacher and student opinion and reaction to particular innovations. Evaluation is partly based upon a day-to-day feedback, and every attempt is made to keep communication channels open.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The educator who contributes to professional journals is involved in a two-fold venture. He helps the school disseminate what it is attempting to do, and this helps him to define, again, the goals and objectives in a formal manner. Educators should be cautious about information that is released and should emphasize that this information is not a panacea, and that it may not work in every school.

School District L

School and Community

This school district is located in southwestern Illinois close to the metropolitan St. Louis area. It was organized as a unit school district in 1950. The district's administrative structure includes grades kindergarten to 12 in 12 attendance centers. There are six elementary schools (kindergarten to six), one junior high school (7,8,9)

POOR ORIGINAL COPY - BEST
AVAILABLE AT TIME FILMED

and one senior high school (10,11,12) with a total student enrollment of 5,088.

The community is residential, and has a state university located within its school boundaries. The citizens represent predominately middle and some upper middle class socio-economic groups and are primarily employed in professional, skilled, and some unskilled jobs. There are citizens employed on the professional staffs of the school district and university. A state mental hospital and the university employ approximately 6 per cent of the community's workers.

The assessed valuation of the school district for 1965-1966 was $75,662,052, and the per pupil expenditure was $495.31.

School and Staff

The school district has 233 certified staff members. Fifteen are full-time administrators. Of the 233, 97 hold master's degrees, 125 have bachelor's degrees, and 11 are non-degree teachers. The school district is accredited by the North Central Association of Colleges and Secondary Schools and has a "recognized status" with the Illinois Office of the Superintendent of Public Instruction.

Curriculum

The school district has over 1,000 pupils in grades kindergarten to 12 and offers high school courses which stress primarily a college preparatory curriculum. The school district has been very active as a demonstration center in association with the Illinois Plan for Gifted Youth. Its leadership in educational innovation is recognized for the work of the junior high school administration and staff in programs related to the teaching of creativity. A recently completed experimental study in school district L involved 311 pupils of the eighth grade class. This was an attempt to substantiate the teachability of creativity concepts as it may apply to pupils of elementary and secondary age.

Eberle states that the results of the study support the hypothesis that, "instruction in the creative thinking processes will produce a significant gain on measures of creativity."[2]

Guidance

The school district has a guidance director and six qualified guidance counselors; four are employed full-time and two part-time. Five of the six hold specialist certificates in guidance, which means that each counselor has at least 32 semester hours of graduate work in guidance. The pupil-counselor ratio in 1965-1966 was 442 to 1. Ability and achievement tests are given in grades seven to 12.

---

[2] Eberle, Robert F., "Experimentation in the Teaching of Creative Thinking Processes." Illinois School Research, 2:18 (May, 1966).

Chief School Administrator

School administrator No. 12 has a master of arts degree in education and holds an Illinois State Life General Supervisory Certificate. He has taken 54 graduate hours of work beyond the master's degree and has completed 22 years as a school administrator.

He delegated the responsibility of the interview to his assistant superintendent.

Interview with Chief School Administrator No. 12

The opinions of the assistant superintendent in school district L are indicated in a question-by-question summary of the interview.

Question 1

What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

In considering things that are necessary or desirable for curriculum change to occur, the following conditions are important: (1) the need for the change is recognized; (2) the money is budgeted for expenditures that might occur in promoting the change; (3) the staff is surveyed for talent available; and (4) time is alloted to prepare materials, to train personnel, and to do whatever else might be needed.

Ways to test community attitude are through parent-teacher associations, citizen's advisory councils, the board of education, community forums, service organizations, and through people who may have a particular interest in the school district. Support is then gained for the project by this participation and involvement of the community. Should problems occur later, the school does not have to fight the battle alone, but can discuss it with the community.

The school district that really wishes to marshal forces need not be financially wealthy, but when the staff has shown initiative and willingness to put in extra time and expend effort, then the administrator can call upon state, federal, and private resources to improve the offerings of its school system. The school system must take the initiative in seeking these resources. There are various commercial publishers who have outstanding consultants who are available if a school district is willing to ask and go to the trouble of seeking these agencies. To benefit from these resources means that someone has to have the time and contacts to get things started.

Question 2

What does the administrator consider to be essential practices in planning and preparing prior to embarking upon innovational programs?

This administrator believes that there should be some kind of outline or step-by-step procedure of how the project is to materialize. This outline can serve as a talking point when working with people who will become involved.

With the many kinds of programs now available and the many changes in curriculum, the need to coordinate has become increasingly important, and someone could be kept busy full-time working in this area. This school district uses two types of programs. Federal aid programs are categorical aid designated toward one particular aspect of program improvement. Instructional programs include various new ideas such as programmed reading at the first and second grade, the inquiry method in teaching science, and individualized programs of instruction. A school may then become involved in a variety of seemingly unrelated programs that apparently lack coordination. This is a very real problem and still has not been solved to any degree of satisfaction.

Question 3

What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation in educational change?

Critical factors relate to the training of the staff to proceed with the kind of activity that is desirable. The job is one of identifying talent that is available to do these things. To provide for interested people to become proficient in certain areas may mean sending them to institutes or sponsoring an institute.

The planning aspects become a factor, and proper funds must be secured. People should not be expected to give two, three, or four weeks of their time gratis to do professional work. Outside consultants bring a freshness to the school; this freshness is reflected in new ideas and new experiences. It is expected that consultants will be people highly sophisticated and knowledgeable in their area of specialty.

Arrangements are made with university staff, commercial companies, and with various existing programs to bring people of national stature to the community. It is becoming more difficult to obtain these consultants because they are in such great demand. However, this is still being done with good success.

In attempting to cope with problems encountered in educational innovation, the school does the following: (1) projects the innovation into the future, (2) provides time for people to be released from their regular duties to participate in this activity. No attempt is made to solve these problems on the spot, unless necessary, but the attempt is made to look ahead and build the staff in such a manner that there is time and talent available to do the ground work necessary to initiate the innovative program.

Question 4

What does the administrator believe to be the most effective methods or form for the evaluation of educational innovations?

Tests that measure anxiety, attitude, and teacher, parent, and student reactions are used to evaluate some of the programs. Evaluation is also accomplished through the use of checklists, inventories, and standardized tests.

The kinds of data collected may be many and varied. The data used in this school has to do with teacher observation, teacher reaction, pupil reaction, pupil growth, and the overall contribution to the educational program within the school district. It is possible to secure this information in a well-prepared inventory. It is not a highly sophisticated document but something that tends to have some authenticity concerning the value of the programs.

An evaluation takes many different forms and will give information on attitudinal change, personality change, anxiety fluctuations, and improvement in areas such as reading.

Question 5

What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The success of a program should be reflected in a well-written document that makes reference to (1) the kinds of materials used, (2) the procedures used, (3) the kind of consultative help that was available, and (4) the literature that was reviewed. The most effective procedure is to prepare a report which contains statistical data showing the measure of success in something more than just subjective information. If a program has been well reported and is available in written form, it can be presented to those people who request it.

It has been pretty well established by Brichell in New York and through the work of the gifted program in Illinois that the most meaningful experience for people is to see and observe the program in action. This is known as the demonstration aspect. People do not profit from a speech describing the program; they profit somewhat better from written materials describing a program. Probably the most meaningful experience is that once they understand what is being attempted to actually visualize this kind of activity by (1) visiting the classroom, (2) seeing the program in action, (3) taking time after the lesson to talk to the teacher about what he has done, and (4) asking pupils how they felt about what was done. This has a great deal of impact on people and tends to assist them in evaluating a particular innovation that they observed.

Despite the various points of view expressed by some school administrators concerning the factors necessary for educational change,

POOR ORIGINAL COPY
AVAILABLE AT TIME FILMED

there were some consistent factors mentioned by all the school administrators. These factors which were mentioned consistently by the administrators as being necessary for educational change will be examined more closely in the next chapter.

CHAPTER V

ANALYSIS OF THE ADMINISTRATORS' RESPONSES AND THE FINDINGS

The major purpose of this study was to determine what a select group of school administrators perceive to be the critical factors which facilitate planned educational change in their respective Illinois school districts. Specific attention in this study is given to the following: (1) the administrator's opinions of his role in coping with the problems of educational innovations, (2) the development and utilization of innovational practices in Illinois school districts, and (3) the methods and procedures used in the evaluation and the dissemination of information about the innovational programs.

Answers to the following questions provided the data for this study:

1. What conditions or circumstances in the local community and in the school district does the administrator consider necessary or desirable for curriculum change?

2. What practices does the administrator consider to be essential in planning and preparing prior to embarking upon innovational programs?

3. What does the administrator consider to be the critical factors related to the kinds of practices which would encourage and increase current and future participation?

4. What does the administrator believe to be the most effective methods or forms for the evaluation of educational innovations?

5. What does the administrator believe to be the most effective procedures for diffusing information pertaining to the success or satisfactory use of innovations?

The Procedure and the Treatment of the Data

The literature on change was reviewed in general and the material on educational innovations was examined specifically. Change in the fields of agriculture, medicine, and industry were studied for the purpose of securing an overview of the processes involved in change. From the review of these materials and the literature dealing with educational change, there failed to appear any information related to the concerns of this study (i.e., what administrators perceive to be critical factors related in bringing about planned educational change).

The interview sample used in this study consisted of the chief school administrator (or an individual delegated by him) of the school districts that were selected to take part in this study.

✓

These school districts were selected because they were mentioned most frequently as being innovative in a poll of all Illinois school administrators from school districts of 2,000 or more students in average daily attendance during the school year 1965-1966. An innovative school district was defined as one having educational programs which are: (1) novel, (2) organized, (3) systematically planned, and (4) goal orientated.

The interview method with a tape recorder was used to obtain data from the chief school administrators. Each administrator was asked specific questions according to certain key areas as delineated on page 69.

After the interviews, the administrators' responses were taken from the tapes and typed in manuscript form. One of these interviews was written verbatim as Chapter III in this study. The remaining 11 interviews were condensed and analyzed. Principal opinions and generalizations consistently reported by the administrator were identified. From these generalizations were drawn the main conclusions and recommendations regarding educational change in selected Illinois school districts.

Source of Data

Several major sources of data were employed in organizing the study. The utilization of the data were as follows. First, the literature related in general and specifically to developing a master plan for public schools in Illinois was consulted in order to develop questions dealing with educational change. Second, a pilot study was conducted with four school administrators to review, discuss, and revise the questions to be used in the study and for the purpose of reviewing the interview technique to gather data. Third, some research studies were used to determine the effect of the interview format. Fourth, the Annual Reports of the Illinois Office of the Superintendent of Public Instruction were studied to seek information to be used for the case studies of school districts in the study. Fifth, the most important source of data for the purpose of collecting pertinent information was the interview with the administrator. These data were condensed, analyzed, and summarized, and conclusions and recommendations were made related to this study.

Limitations

The findings of this study are related only to those school districts which were identified by school administrators as being the most innovative in the State of Illinois. This sampling of schools was not made as a random sample but was based upon the subjective judgments of school administrators. Other related limitations to this study are as follows. First, the data were limited because of the number of school districts taking part in the study. Second, no objective device was devised to determine which schools in Illinois are innovative. The subjective opinions of administrators were used. Third, the 12 schools used in the study were selected through the subjective opinions of school administrators in school districts having 2,000 or more students in average daily attendance. Fourth, the facts related to educational change were not known. This study was concerned with administrators' opinions as such opinions related to the process of change. However, the opinions of administrators must be taken into account so that critical factors which are responsible for bringing about planned educational change may be identified and analyzed. By identifying and analyzing the consistent factors mentioned by the school administrators, certain conclusions and recommendations may be made regarding the study. Fifth, there was no way to determine whether the administrators were giving a factual account of what is taking place in his school district. However, the investigator is reporting accurately the administrator's opinions or perceptions of the nature of innovations in his school district. On the other hand, it is not known if the administrator's opinions or perceptions are really an indication of what is happening or has happened; the administrator might have intentionally or inadvertently presented a picture of critical factors regarding innovations in his school district which simply may not correspond with what actually did occur in the school district.

Findings

The administrators' responses were analyzed and summarized and the consistent critical factors necessary for educational change were identified. They are as follows: (1) adequate financial support, (2) a well-trained staff, (3) organized educational planning, (4) an understanding of human relations, (5) a staff commitment favorable to educational change, (6) adequate physical facilities, (7) an administrative staff which encourages educational change and staff participation in innovation, (8) an awareness of community needs, (9) a planned communications network for disseminating information, (10) a supportive public opinion for educational change, and (11) the use of evaluative techniques for continuous program evaluation.

The following critical factors necessary for educational change are those most frequently mentioned by the administrators in the interviews.

Funds

All the administrators interviewed emphasized the need for community support to finance educational programs necessary if students are to be prepared for life in a society characterized by technological changes. The ability and past history of the community's attitude toward the passing of tax and building referendums give support to the operational budget. The income funds of an educational budget generally come from the local taxation even though these resources are available because of action by the state General Assembly. Supplementary state support refers to monetary aid of a special nature from the state which is used to finance programs such as those concerned with the gifted child, pilot programs, and demonstration centers in various subject matter fields (e.g., English, mathematics, and foreign language). The federal grants support such programs as Head Start, four year olds' kindergarten, and programs under the Elementary and Secondary Education Act of 1965 (ESEA), and the National Defense Education Act of 1963 (NDEA). The private foundation grants refer to such programs as the Staff Utilization Project and the Slower Learner Project sponsored by the Ford and Kettering Foundation respectively.

All administrators indicated that extensive local support was needed; all districts used special supplementary state funds; five districts used federal funds, and eight districts used funds from all of the above-mentioned resources generally cited by the administrators. Table 1 shows how the funds were utilized by school districts.

Well-Trained Staff

All of the participating school administrators agreed that well-trained staff members were necessary for developing new programs and techniques. Each participating school offered regular in-service training programs for staff members during the school day. Four of the 12 school districts secured outside consultant help for pre-school institutes for their new, inexperienced teachers and provided other kinds of staff assistance. Among the kinds of programs provided were workshops, institutes, or programs for the purpose of appraising new materials such as those used in "modern mathematics" or other curriculum areas as a regular part of the teacher's classroom responsibility. In addition, the utilization of specialized instructional devices and techniques, the development of teacher-made materials for use in new programs, and new organizational patterns in curriculum also are illustrative of in-service program topics.

According to all of the administrators, in-service programs provided for teachers are doomed to failure if they lack adequate administrative and staff planning. Furthermore, the administrators insisted that in-service programs should be held in lieu of a regulation school day, but if they are not, they insisted that extra pay for extra work should be provided for the teachers who participate in these programs.

Many administrators expressed the opinion that in-service programs must be made an effective means by which administrators may improve programs and may introduce innovations to a staff. Participation in new programs was considered essential to the understanding and acceptance of new techniques by staff members.

Teachers' institutes have been considered effective by many administrators in the improvement of educational programs, but only when there has been developed an awareness and interest in the given topics for discussion. Therefore, the administrators emphasized that the sponsorship of workshops on a local or state-wide basis should be encouraged to develop receptive attitudes toward educational change.

TABLE 1

FUNDS USED BY STUDY SCHOOL DISTRICTS

Funds	School Districts A	B	C	D	E	F	G	H	I	J	K	L
Local Funds Other Than State Foundation Level (e.g., additional tax and building referendums)	x	x	x	x	x	x	x	x	x	x	x	x
Special State Funds (e.g., state program for gifted, demonstration centers, etc.)	x	x	x	x	x	x	x	x	x	x	x	x
Federal Funds (e.g., ESEA[a], NDEA[b] and others)	x		x						x		x	x
Private Foundation Funds (e.g., Ford, Kettering, Knapp, and others)	x	x	x	x			x	x	x			

[a] Elementary Secondary Education Act of 1965.

[b] National Defense Education Act of 1958.

Planning

All participating school administrators in this study agreed that organized cooperative educational planning should include the administrators, the teachers, and lay citizen advisory groups. They insisted that more effective involvement of every facet of the school and community in educational planning must become a reality. Such planning should include well-defined roles for all participants. Although the roles were not definitely elaborated upon by those interviewed, the functions of the lay advisory groups were deemed advisory and not of a decision-making nature.

According to most of the administrators, the lack of total involvement of community, faculty, and administrators in earlier educational planning must be re-evaluated if an organized and representative plan for educational improvement is to be realized.

Human Relations

The importance of the human relations factor was mentioned by all of the participating school administrators. The school administrators indicated that it was very important for them to have an awareness, to have an understanding, and to have an appreciation for the techniques of human relations. The administrators were aware of the importance of understanding the problems of various ethnic groups within the composition of the community.

Staff Commitment

There was total agreement among all of the school administrators about the necessity for staff commitment to experiment. The administrators of the districts believed that it was necessary to insure staff security and to encourage staff creativity when it relates to educational change in the classroom and district-wide projects. Administrators agreed that teachers and other staff members must be actively supported by the administrative personnel. Administrators further insisted that any threat to the teacher's security and creative skills must be removed so that teachers who are enthusiastic about trying out new ideas would be encouraged without taking personal risks. The administrators emphasized that new ideas, methods, or procedures which were attempted should (1) be planned, (2) be organized, and (3) have some method of supplying feedback to determine whether or not the new programs are accomplishing what they are supposed to. If the innovative programs are considered adequate by the administrative staff for their district, steps are taken to disseminate information and materials to other schools in their districts. According to most administrators, the classroom teacher or director of programs is delegated the responsibility for disseminating the information about innovations. In addition, the administrators felt that the initiation of new programs necessitates ample released time to encourage staff receptivity to new ideas and to conduct action research which will be of value to the school district in current and future long-range planning for educational change.

Some administrators stated that it was necessary to encourage staff security and creative skills to the extent that the staff realizes that innovations are not always successful; however, consistent failures could not be allowed to continue when jeopardizing the educational well-being of the students involved.

Adequate Physical Facilities

Adequate physical facilities was the factor used for the purpose of identifying school districts which carried out innovations in (1) existing structures (present buildings) and (2) new structures (additions to present buildings for explicit purpose of implementing a change). Most of the administrators agreed that current physical facilities should not be a barrier or detriment to educational change. They said that programs such as the University of Illinois Committee on School Mathematics (UICSM), the Physical Science Study Committee (PSSC), Biological Science Curriculum Study (BSCS), and other subject matter innovations could be undertaken by revising the utilization of rooms and the modification of other usable rooms.

Many of the administrators did state, however, that programs such as team teaching which includes small group, large group instruction, and independent study would require the construction of new facilities (e.g., learning laboratories, instructional materials centers, and/or resource materials centers which provide resource for retrieval of learning materials). Eight of the school districts initiated innovations in existing structures only. Three of the districts used both their existing structures and new structures to innovate.

Administrative Staff

According to the majority of the administrators interviewed any person responsible for an innovation must be aware of the power structure within a staff or within the school district. The administrator's use of power structure in this study refers to individuals who have influence upon the staff attitude, decision-making processes, and innovative practices.

Many of the administrators indicated that they must be available to the staff for consultation. Some of the administrators said that they must demonstrate a willingness to listen to teachers and to follow-up communications which are received, both verbal and written. There was a consensus among the administrators that they must enthusiastically support teachers as they try new techniques which in their opinion are considered to be worthy. Generally, the administrators stated that teachers must be criticized constructively for their failures as well as for their successes with innovations.

Community

There was agreement among the majority of administrators interviewed that district-wide community educational awareness was extremely important in bringing about educational change. The administrators indicated that a school district that is making a sincere effort to identify the needs of its students is taking the first step toward innovating. The administrators pointed out that once there is an awareness of the educational needs of the community, various kinds of financial and physical resources might be more available to provide programs necessary for educational improvement. In short, the administrators felt that a necessary pre-condition to community financial support was a fundamental need for various programs and educational efforts. Identifying, explaining, and clarifying such needs is the administrator's role, according to the opinions polled in this study. The administrator must be a knowledgeable and astute educational statesman, one able to identify these resources and "tap" them for the benefit of the young people in his school district.

Communications

One of the most important factors cited for bringing about educational change is a planned communication network. This network was generally described as a two-fold system: an external and an internal network. The internal network--including such media as district-wide bulletins and newsletters, faculty meeting presentations, and administrator-teacher-board meetings--was used by all study school districts. Closed circuit television was used by two of the districts in internal communication.

The external network of communication included a variety of techniques, procedures, and media. Seven school districts used the demonstration center as a part of their external system of communication. The nature of this center was not described in detail, but it may be assumed that these centers were publicized. Other schools in the area were invited to visit the center to see what was taking place there. The most frequently mentioned procedure used was the visitation program. This method was considered a successful means of disseminating information or materials related to innovation programs for all the administrators interviewed. Slides and tapes were used by seven districts, and printed matter in a variety of designs was used by all school districts. Table 2 shows the kinds of techniques, procedures, and media used by school districts in this study.

Some of the administrators indicated that they must use all the available means they have to maintain effective communications within and without their school district. They said that it is important for all members of a staff to be assured that in all forms of communications, they act upon what has been said and not dissipate their energies trying to determine what has been said or inferred between the lines. More than half of the participating school administrators stated that effective communication should be conscientiously developed and maintained and that it was their educational obligation to inform other school districts of what they were attempting to do. They also stated that the kind of communicative strategy that was used would depend upon the financial resources available.

TABLE 2

PLANNED COMMUNICATION USED BY STUDY SCHOOL DISTRICTS

Planned Communication Network	School Districts A	B	C	D	E	F	G	H	I	J	K	L
a. Internal												
1. District bulletin or newsletter	x	x	x	x	x	x	x	x	x	x	x	x
2. Faculty meeting presentations	x	x	x	x	x	x	x	x	x	x	x	x
3. Administrator-staff-board relationship	x	x	x	x	x	x	x	x	x	x	x	x
b. External												
1. Demonstration centers	x	x	x	x			x	x	x			
2. Visitation programs	x	x	x	x	x	x	x	x	x	x	x	x
3. Printed matter (on request	x	x	x	x	x	x	x	x	x	x	x	x
4. Tapes and slides	x	x	x	x	x	x						
5. Closed circuit	x				x					x		

Supportive Public Opinion

Most of the administrators were aware of the influence of civic service organizations (e.g., Lions, Rotary, and others) and other lay groups (e.g., Taxpayers Federation and church affiliated groups) upon education in their communities. A majority of the administrators stressed the importance of making themselves (or someone representing the district) available to speak at meetings of these groups. It was the opinion of most of the administrators in the study that it was important to inform such groups about the schools and to let them know of the successes, failures, and of the future long-range planning for education. The administrators stressed the need for establishing good liaison between school and community organizations so that there could be a better understanding of what and why schools were doing particular things. The administrators said that the feedback from contacts with such groups would be able to supply them with some ideas about the needs of the youth in the community.

The administrators agreed that all individuals associated with educational change should give careful consideration to the human relations techniques and to the kinds of authority with which innovations are associated (e.g., the influence of civic service organizations and other lay groups).

Evaluation

All of the school administrators indicated that some form of subjective evaluation techniques such as pupil, parent, and teacher opinion polls were used in attempts to evaluate some of their innovative programs. Standardized achievement tests were used by all the school administrators for evaluating subject matter innovations to determine if significant pupil achievement growth resulted.

Most of the administrators in the study indicated they believed that innovations seldom get into practice as a result of research findings. Several administrators stated that the common practice in innovation is for a teacher or administrator to have an idea and try it out. If the innovation seems to work, it will be continued and publicized. After the idea has been practiced for a period of time,it may be evaluated and researched. Some of the administrators emphasized that it was not the research results that accounted for the changed practice, but the practice was changed first, then the idea was researched. Then the idea was accepted or rejected based upon the research findings. According to some administrators, this practice of bringing about change is not the correct way, but it is the way educational change is now taking place.

The practice mentioned above is documented by the various educational reforms related to the University of Illinois Committee on School Mathematics (UICSM), Physical Science Study Committee (PSSC), Biological Science Curriculum Study (BSCS), and the School Mathematics Study Group (SMSG). Other innovation examples are: the ungraded secondary school, the ungraded elementary school, the ungraded primary school, team teaching, and ability grouping by classes. These educational reforms, according to most of the administrators, are currently going on, but conclusive research and evaluation data concerning their educational value have not been established.

Most of the administrators in this study believed that when the initiation of innovations involves judgments by informed and responsible people (e.g., national foundations, educational agencies, universities, eminent scholars, boards of education, administrators, and teachers) there is less danger associated with wide acceptance of untested ideas.

The administrators agreed unanimously that innovations must be evaluated in their schools and that they must know what other schools are finding out about some of the new programs they have initiated. Many of the administrators realized that the innovations in public schools are still in the trial and observation stage and full evaluative reports on their effectiveness have not been made by the schools. Some schools, according to some administrators, which have gone ahead with controlled and organized experimentation must be encouraged to share information available for dissemination to others who may be interested in these methods.

There are additional summary comments that can be made from the data about school districts involved in this study. These data suggest that the innovative school districts studied had some characteristics in common:

1. The school districts were all accredited by the North Central Association of Colleges and Secondary Schools and all the school districts had the official status designated as "recognized" by the Illinois Office of the Superintendent of Public Instruction. This is the highest status designated by this office, for the evaluation and supervision of a school's curriculum.

2. According to the administrators, the community's attitude toward educational change seems to have a direct relationship to the community's ability to support educational change.

3. All of the school districts apparently have strong guidance departments. The basis for this assumption is that the school districts complied with accrediting standards required by the Illinois Office of the Superintendent of Public Instruction and the North Central Association of Colleges and Secondary Schools. Although nine school districts (three unit, four elementary, and two high school) did not comply with the recommended counselor-pupil ratio of 300 to 1, provisions were made by these districts for the use of supplementary aid such as: (1) social services, (2) psychological referrals, and (3) special education which employs specialists for particular pupil personnel services. (See Table 3)

TABLE 3

DESCRIPTION AND LOCATION OF STUDY OF INNOVATIVE SCHOOL DISTRICTS, 1965-1966

School District	County	Type of District[a]	Grades Included	Number of Teachers	Number of Pupils	Number of Attendance Centers		
						High School	Junior High	Ele-mentary
A	Cook	High School	9-12	294	4,476	1	0	0
B	Cook	Elementary	K-8	335	7,392	0	2	12
C	Champaign	Unit	K-12	659	11,805	2	3	17
D	Cook	High School	9-12	79	1,162	1	0	0
E	Cook	High School	9-12	358	5,144	2	0	0
F	Cook	Elementary	K-8	624	10,754	0	3	17
G	Cook	High School	9-12	186	3,323	1	0	0
H	Cook	Elementary	K-8	128	2,586	0	0	4
I	Macon	Unit	K-12	973	21,060	4	5	27
J	Cook	Elementary	K-8	130	2,405	0	1	3
K	Jackson	High School	9-12	67	1,065	2[b]	0	0
L	Madison	Unit	K-12	233	5,160	1	1	12

[a] Types of school district organization used in this study: high school, elementary, and unit.

[b] This includes marketable skills school which provides training for students other than college-bound in the trades and skills field of employment.

4. All the school districts used more than one type and method of disseminating information related to innovational programs. The schools all have some planned procedure for the release of this information.

5. The chief school administrators of several of the school districts studied in many cases were recognized locally and nationally as leaders in educational change because of the reputation of their school districts, their publications, and their participation in state and national organizations.

6. The data revealed that the districts in the study are located primarily in the northern part of the state. Some districts are located in the central and southern part of the state. The description and the geographical location of the school districts are given by counties in the following paragraph.

Geographic Location of School Districts

Of the 12 school districts surveyed exercising leadership in educational change, five were high school districts, four were elementary school districts, and three were unit school districts. (See Table 3) The geographical locations of the school districts in Illinois are as follows: (1) four of the five high school districts are located in the northern part of the state, in Cook County (A); (2) one high school district is located in the southern part of the state, in Jackson County (E); (3) the four elementary school districts are clustered in the northern part of the state in Cook County (A); (4) the three unit districts, two of which are charter districts, are located in central and southwestern Illinois, representing Champaign (B), Macon (C), and Madison (D) Counties.[1]

---

[1] For geographic location and code identification see Appendix A.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The analysis of the data appears to justify the following conclusions:

1. All of the innovative schools in the study received financial support other than the conventional ones that were offered through local, state, and federal sources.

   All of the administrators in the study agreed that they had to have substantial support to begin with. Such local support is an essential prerequisite to any kind of innovational programs according to the administrators. Apparently though, the administrators feel that supplementary funds coming from state, federal, and private philanthropic foundations are necessary to assure innovational activities. Some of these funds are: (a) special state funds for the support of such programs as state demonstration centers for the gifted, English, and foreign languages; (b) federal aid which provides financial assistance for community and educational programs such as head start, four-year kindergarten and others under the auspices of special acts such as: The Elementary and Secondary Education Act of 1965 (ESEA) and the National Defense Education Act of 1958 (NDEA); and (c) the funds provided by private philanthropic foundations such as the Ford and Kettering Foundations. These foundations have supported such programs as the Staff Utilization Study and the Slower Learner Project.

   The implication seems to be that conventional funding of educational programs simply will not do the job of encouraging and facilitating the kind of educational innovation that the study and the administrators interviewed in the study regard as being desirable.

2. Whether or not a school district moves forward with innovations depends to a great extent upon the commitment of its teachers and administrators to acceptable educational change.

   Innovational programs are considered acceptable when they become institutionalized after a trial period. This means that when a pilot program has indicated to the staff and administration it is accomplishing what it was supposed to prior to its implementation, then and only then should the program be disseminated district-wide.

The acceptability of an innovation is determined by teacher, parent, and student opinion polls and by standardized achievement tests which give an indication of pupil achievement growth. If the opinion polls and the standardized tests indicate that the program is not acceptable it should be either revised or rejected.

3. Whether or not an innovation has been accepted within a school and community can only be determined after there has been a representative involvement of groups such as the following: (a) administrators, (b) teachers, (c) parents, (d) students, and (e) other lay groups in the community.

4. Apparently school systems engaged in innovative efforts must provide extensive resources (funds, consultants, materials, and others) for the training and re-training of new teachers who have never had classroom experience as well as veteran teachers who are to teach in new programs. This training should be designed to help teachers cope with new subject matter and with new methodology appropriate to teach this new subject matter. The training could be accomplished through the use of (a) subject matter specialists, (b) institutes, (c) workshops, (d) curriculum meetings, (e) staff displays, (f) instructional materials centers, and (g) professional meetings.

5. In innovative school districts, teachers who are enthusiastic and eager to try new ideas should be given administrative support and encouragement to innovate without fear of jeopardizing their teaching careers. This can be done through well-planned, cooperative meetings in which administrators and teachers establish working guidelines and procedures for experimentation with new programs within the framework of what is best for the students of their school district. The feedback that results from these meetings usually indicates the direction which the administrator and staff will take regarding educational change. A staff commitment for change usually is a result of these meetings.

6. For a school to be innovative, the administrator should be aware of the community's needs in order to stimulate responsible staff to identify the kinds of resources available and to provide educational change to meet these needs. The face-to-face relationship of the administrator and staff with service organizations and other groups will supply some important leads to the community's needs and what role the school is expected to play in providing for

these needs. This community feedback could result in a diverse offering of educational programs designed to meet the demands of the youth of varying ability.

7. All personnel who are involved in innovation should be aware of the community's feelings and attitudes may be realized by administrator and staff member awareness of the following characteristics of the community: (a) composition, (b) structure, and (c) economy as indicated in the school district case studies.

8. An innovative school needs an individual or individuals with dynamic leadership ability and a commitment to educational change. The person or persons should be able to stimulate other staff members to innovate by providing them with the opportunity to: (a) participate in program planning, (b) engage directly in innovative programs, (c) experience some program failure, if it should occur, without coarse reprimand, (d) develop means for self-evaluation to provide some feedback for self improvement, and (e) establish a esprit de corp with other staff members for the purpose of communicating innovative ideas. This role of the dynamic leader may be taken by the superintendent, the building principal, a local committee chairman, or a classroom teacher whose enthusiasm and interest in new programs are so great that he communicates this enthusiasm to all staff members who will be affected by the change.

9. Most of the administrators said that existing structures should not serve as barriers or detriments to educational change. Furthermore, eight of the school districts involved in the study initiated innovational practices in existing structures only. Out of all of the schools participating in the study, only three of the school districts used both the existing and new structures in order to facilitate their educational innovations. The principle point here is that school administrators indicate the impracticality of certain innovational programs because they simply lack the appropriate physical facilities.

   On the other hand, administrators identified with schools considered conspicuously innovative throughout Illinois clearly indicated that existing physical facilities are not and should not act as barriers to wide ranges of innovational practices. No one really denies the desirability of having adequate physical facilities for conducting a sound educational program. However, it does seem in view of the evidence in the study that those administrators who keep insisting that they lack physical facilities may simply be rationalizing their unwillingness to engage in change.

School districts in this study have initiated such innovational programs as (1) Physical Science Study Committee (PSSC), Biological Science Curriculum Study (BSCS), and other subject matter innovations by changing the use of classroom facilities and by modifying other usable space.

The construction of new facilities such as (1) learning laboratories, (2) classrooms with demountable partitions are necessary for specific kinds of innovations (e.g., team teaching, large and small group instruction, independent study, modular scheduling, and others).

10. The administrators that effectively initiate and implement innovations use many kinds of communication media to disseminate information about their programs. Thus, other schools may know that certain schools are attempting to develop new educational programs. These schools want the recognition and publicity that go along with being an innovative school. The schools assume a professional obligation to share with their colleagues any ideas about particular programs that they know have been successful for them.

    By using more than one kind of communication media, these innovative schools receive more recognition. By reaching a larger audience with multi-media communication, such schools also give wider publicity to their innovations.

11. Dual high school districts tend to participate and adopt more educational changes and innovations than schools organized as unit districts. Three factors support this conclusion: (a) dual high school districts generally have a higher assessed valuation per pupil than the unit districts, (b) dual high school districts spend more money per pupil than the unit districts, and (c) dual high school districts usually have fewer schools than the unit districts; therefore, the loyalties of the school board members are more centralized and a greater cooperative effort can be exerted toward providing the well-trained staff, financial assistance, and other resources necessary for educational change.

Recommendations

The results of this study suggest the following recommendations:

1. That guidelines be set up by a designated agency of the Illinois Office of the Superintendent of Public Instruction to insure distribution of some funds based upon well-organized plans of innovational and exemplary programs. This should encourage the administrator of the smaller and less wealthy school to compete for available funds for new exemplary programs.

The administrator's role in administering schools applying for state or other kinds of funds will require a statesman and scholar who is astute in organizing and implementing educational change. In order to receive funds for innovative programs, the proposals of the exemplary programs must be properly prepared and show justification related to particular school district needs. Administrators of the future should continue to be aggressive, professional, and ethical when attempting to secure additional funds for their school district.

2. That funds be provided through local, state and/or federal agencies for the support of leaves of absence for teachers and administrators in schools which have been identified as having innovative possibilities because of the many new programs and the methodology used to make these programs functional.

   It is necessary for teachers and administrators who initiate programs to be trained and re-trained. The teacher leaves would be used for research study and re-training purposes to better prepare "key personnel" for their role in initiating new methods and practices in their school districts. The training and re-training of key personnel would include teachers and administrators from all school districts that indicate a willingness to establish well-planned and exemplary educational programs; not just the personnel from school districts having a reputation for being innovative. These people being trained would return to their respective districts and serve as leaders in initiating and implementing educational change. A similar plan now in effect is the National Defense Act of 1958, which provides funds to train teachers in guidance, foreign language, science, and mathematics. As a result of having these funds, better trained teachers are being placed in our public and parochial schools.

3. That future study be made by the Illinois Office of the Superintendent of Public Instruction to determine the relationship between (a) the kind of school district organization (e.g., elementary, high school, or unit district) and its use of resources (e.g., financial and staff), and (b) the extent the district engages in educational change. For such a study, data of each district's financial status and of its staff could be obtained from the Annual Reports completed by every school district in Illinois. These reports are on file in the Office of the Superintendent of Public Instruction. Through the direct contact between the state office and county superintendent, easy identification and tabulation of new educational programs in all counties could be made. From these data some conclusions could be drawn about the relationship between (a) finance and staff and (b) educational change.

4. That any school district planning major programs of educational innovations first identify educational needs of the community by the feedback received by the administrator and other staff members as they actively participate and become involved in community living. Consideration should be given to the kinds of change a district should attempt based upon the utilization and modification of present facilities or the necessity of constructing new facilities. A school district should not attempt superficial educational change at the expense of jeopardizing the effectiveness of other established programs.

5. That a state agency, preferably under the auspices of the Illinois Office of the Superintendent of Public Instruction, link the Title III Centers of the Elementary and Secondary Education Act of 1965 (ESEA) in Illinois into a developmental network to tackle problems of educational change beyond the scope of any single school district. The state agency could help districts set up guidelines to stimulate educational change which would: (a) provide staff opportunity to share responsibilities and to participate in the planning, (b) allow freedom and released time for experimentation, (c) encourage local initiative, and (d) apply a minimum of organizational rigidity.

6. That the legislature authorize the Illinois Office of the Superintendent of Public Instruction to organize a "Center for Innovational Programs" with the following responsibilities: (a) to centralize and coordinate activities through a main center with basic control under the common school district; (b) to set up a communication network providing consultants, traveling seminars, and project teams to be used in developing research or new practices; (c) to encourage school districts to view the ESEA of 1965 and other acts as vehicles for establishing strategies for educational change; and (d) to provide evaluative services and establish a workable system for disseminating information related to educational programs throughout the state.

7. That the state universities, colleges, Illinois Office of the Superintendent of Public Instruction, and the public schools commit themselves organizationally and financially to work together on the evaluation of innovative projects. As indicated by the administrators in this study there is a need for more sophisticated methods of evaluating educational change than the present means: (1) standardized achievement tests and (2) teacher, pupil, and parent opinion polls. Varied evaluations have been attempted, but definitive studies are lacking. Assistance to the public schools from state universities, colleges, and the Illinois Office of the Superintendent of Public Instruction would be an important step toward the evaluation of innovative projects. This

assistance should consist of (a) consultant help for in-service education of school staff, (b) a research coordinator trained in the evaluation of innovative programs, (c) staff of specialists for each pilot project, and (d) a budget for staffing visitation programs and publicizing the findings through the dissemination of written materials.

BIBLIOGRAPHY

Books

Argyris, Chris. *Integrating the Individual and the Organization*. New York: John Wiley and Sons, 1964.

Brichell, Henry M. *Organizing New York State for Educational Change*. Albany, New York: State Education Department, 1961.

________. *Commissioner's 1961 Catalog of Educational Change*. Albany, New York: State Education Department, 1961.

Carlson, Richard O. *Adoption of Educational Innovations*. University of Oregon, Eugene, Oregon: Center for Advanced Study of Educational Administration, 1965.

Carlson, Richard O., and others. *Change Processes in the Public Schools*. Eugene, Oregon: University of Oregon, 1965.

Chin, Robert. "Models and Ideals About Change," *Media and Educational Innovation*. Lincoln, Nebraska: University of Nebraska Press, 1964.

Education and the Future of Illinois. Task Force on Education, State of Illinois, 1966.

Farnsworth, Philo. *Adaptation Processes in Public School Systems as Illustrated by a Study of Five Selected Innovations in Educational Services in New York, Connecticut, and Massachusetts*. New York: Bureau of Publications, Teachers College, Columbia University, 1940.

Fraser, Dorothy M. *Current Curriculum Studies in Academic Subjects*. Washington, D.C.: National Education Association, 1962.

Goodlad, John I. *School Curriculum Reform*. New York: Fund for Advancement of Education, 1964.

Heath, Robert W. *New Curriculum*. New York: Harper and Row, 1964.

Leeper, Robert R., and others. *Strategy for Curriculum Change*. Washington, D.C.: Papers from the ASCD Seminar on Strategy for Curriculum Change, Association for Supervision and Curriculum Development, 1965.

Lippit, Ronald, and others. *The Dynamics of Planned Change*. New York: Harcourt and Brace, 1958.

Meierhenry, Wesley C., and others. *Media and Educational Innovations*. Lincoln, Nebraska: The University of Nebraska Press, 1963.

Miles, Matthew B. Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Mort, Paul R. and Frances G. Cornell. American Schools in Transition. New York: Bureau of Publications, Teachers College, Columbia University, 1961.

Mushkin, Selma J. Leadership for Education. Proceedings of the National Conference of State Legislators. Washington, D.C.: National Committee for Support of the Public Schools, 1966.

Pierce, Truman M. Controllable Community Characteristics Related to the Quality of Education, Study No. 1. New York: Institute of Administrative Research, Teachers College, Columbia University, 1947.

Rogers, Everett M. Diffusion of Innovations. New York: The Free Press of Glencoe, 1962.

Rosenbloom, Paul C. Modern Viewpoints in the Curriculum: National Conference on Curriculum Experimentation. New York: McGraw-Hill, University of Minnesota, 1961.

Ross, Donald H. Administration for Adaptability. New York: Bureau of Publications, Teachers College, Columbia University, 1958.

Smith, Rex M. A Catalog of Educational Change in West Virginia. State Superintendent of Free Schools, West Virginia Department of Education, 1962.

Stufflebeam, Daniel L., and others. Catalog of Educational Changes in Ohio Public Schools. College of Education, The Ohio State University, 1966.

System Development Corporation. Traveling Seminar and Conference for the Implementation of Educational Innovations. Santa Monica, California, 1965.

Trump, J. Lloyd and Dorsey Baynham. Focus on Change: A Guide to Better Schools. Chicago: Rand McNally and Company, 1961.

Periodicals

Carter, C. F. and B. R. Williams. "The Characteristics of Technically Progress Firms." Journal of Industrial Economics, 7:97 (February, 1959).

Eberle, Robert F. "Experimentation in the Teaching of Creative Thinking Processes." Illinois School Research, 2:18 (May, 1966).

Cornog, William H. "Education." Newsweek, 49:90 (May, 1967).

Ianni, Francis, and others. "Organizing for Continuing Change." *Saturday Review*, 48:55 (June, 1965).

_______. "Research and Experimentation." *Phi Delta Kappan*, 46:10 489-494 (June, 1965).

Dowitz, Gerald T. "Examining Educational Innovations." *The American School Board Journal*, 147:5-6 (December, 1963); 148:17-18 (January, 1964).

Leeper, Robert, ed. "Curriculum and the Individual." *Journal of the Association for Supervision and Curriculum Development*, 23:25-53 (October, 1965).

Miller, Richard I. "A Multidisciplinary Focus on Educational Change." *Bulletin of the Bureau of School Living*, College of Education, University of Kentucky, 38:7;83 (December, 1965).

Ryan, Bruce and Neal C. Gross. "The Diffusion of Hybrid Seed Corn in Two Iowa Communities." *Rural Sociology*, 8:15-24 (March, 1943).

The Bulletin. National Association of Secondary School Principals. "Changing Secondary Schools," 47:283 (May, 1963).

Bulletins and Pamphlets

Blanke, Virgil E. *Strategies for Educational Change Newsletter*. The Ohio State University, Columbus, Ohio, 1965.

Grant, Lester J. *Educational Innovations*. Decatur Public Schools, Decatur, Illinois, 1964.

Guba, Egon G., and others. *The National Institute for the Study of Educational Change* (NISEC). Indiana University Publications. Bloomington, Indiana, 1966.

Howard, Eugene R. *The Demonstration Schools Project*. Institute for Development of Educational Activities. A Charles F. Kettering Foundation Project. Dayton, Ohio, 1966.

Morrow, Robert D. *An Inventory of Educational Innovation*. Tucson Public Schools. Tucson, Arizona, 1962.

Rogers, Everett M. *Characteristics of Innovators and Other Adopter Categories*. Bulletin No. 882, Ohio Agricultural Experimental Station, Wooster, Ohio, 1961.

Unpublished Materials

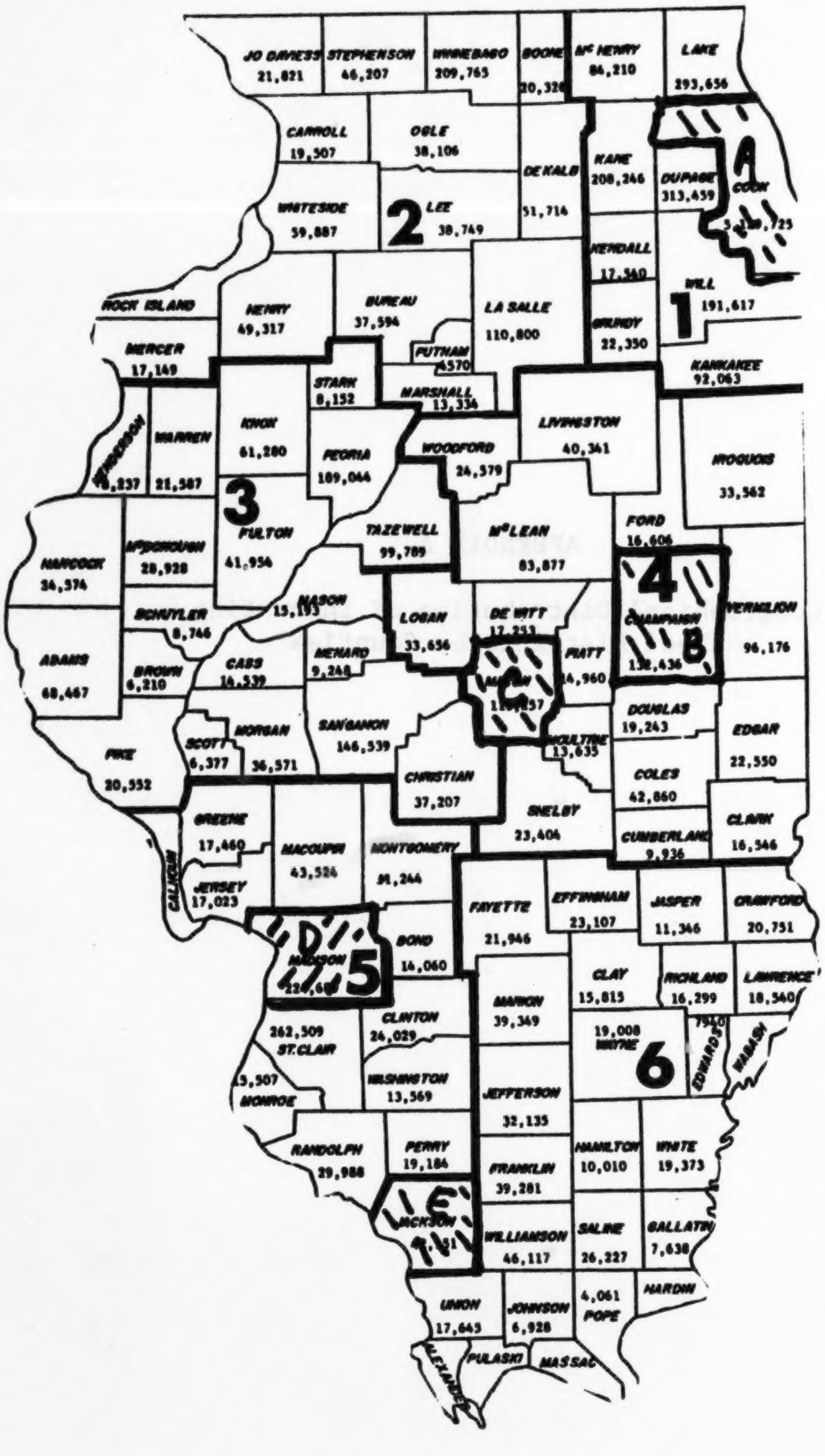
Meyer, Richard G. "Administration of Large City Art Programs." Unpublished doctoral dissertation, Illinois State University, 1966.

APPENDIX A

Geographical Distribution of Innovating School Districts by Counties

APPENDIX A

GEOGRAPHICAL DISTRIBUTION OF INNOVATING SCHOOL DISTRICTS BY COUNTIES


JO DAVIESS 21,821
STEPHENSON 46,207
WINNEBAGO 209,765
BOONE 20,326
McHENRY 84,210
LAKE 293,656
CARROLL 19,507
OGLE 38,106
DE KALB 51,714
KANE 208,246
DUPAGE 313,459
COOK
A
WHITESIDE 59,887
2
LEE 38,749
KENDALL 17,540
WILL 191,617
1
ROCK ISLAND
HENRY 49,317
BUREAU 37,594
LA SALLE 110,800
GRUNDY 22,350
MERCER 17,149
PUTNAM 4570
STARK 8,152
MARSHALL 13,334
KANKAKEE 92,063
HENDERSON
WARREN 21,587
KNOX 61,280
PEORIA 189,044
WOODFORD 24,579
LIVINGSTON 40,341
IROQUOIS 33,562
3
FULTON 41,954
TAZEWELL 99,789
McLEAN 83,877
FORD 16,606
HANCOCK 24,574
McDONOUGH 28,928
MASON 15,193
4
CHAMPAIGN
B
VERMILION 96,176
SCHUYLER 8,746
LOGAN 33,656
DE WITT
PIATT 14,960
ADAMS 68,467
BROWN 6,210
CASS 14,539
MENARD 9,248
MACON
C
MOULTRIE 13,635
DOUGLAS 19,243
EDGAR 22,550
PIKE 20,552
SCOTT 6,377
MORGAN 36,571
SANGAMON 146,539
CHRISTIAN 37,207
SHELBY 23,404
COLES 42,860
GREENE 17,460
MACOUPIN 43,524
MONTGOMERY
CUMBERLAND 9,936
CLARK 16,546
CALHOUN
JERSEY 17,023
FAYETTE 21,946
EFFINGHAM 23,107
JASPER 11,346
CRAWFORD 20,751
D
MADISON
5
BOND 14,060
CLAY 15,815
RICHLAND 16,299
LAWRENCE 18,540
MARION 39,349
CLINTON 24,029
262,509 ST. CLAIR
19,008 WAYNE
6
EDWARDS
WABASH
MONROE
WASHINGTON 13,569
JEFFERSON 32,135
RANDOLPH 29,988
PERRY 19,184
HAMILTON 10,010
WHITE 19,373
FRANKLIN 39,281
E
JACKSON
WILLIAMSON 46,117
SALINE 26,227
GALLATIN 7,638
UNION 17,645
JOHNSON 6,928
4,061 POPE
HARDIN
ALEXANDER
PULASKI
MASSAC

APPENDIX B

School Districts Included in the Study

APPENDIX B

School Districts Included in the Study

SCHOOL DISTRICT	
A	Evanston Township High School #202 (Mr. Robert A. Bowers* - Dr. Don Draayer)
B	Elk Grove Community School District #59 (Dr. Roger W. Bardwell - Mr. Ludwig Bodewzeski)
C	Champaign Unit School District #4 (Dr. Robert L. Cooley)
D	Norridge High School District #234 (Mr. Gene Howard - Mr. Thomas Giles - Mr. Scott Richardson)
E	New Trier Township High School District #203 (Mr. Michael Greenebaum)
F	Evanston Elementary School District #65 (Dr. Gregory C. Coffin)
G	Oak Park - River Forest High School District #200 (Mr. L. H. Fritzemeir)
H	Barrington Community School District #4 (Dr. Robert M. Finley)
I	Decatur - Lakeview High School Unit District #61 (Mr. Lester J. Grant)
J	Winnetka Community School District #36 (Mr. Joe A. Richardson)
K	Carbondale Community High School District #165 (Mr. William McBride)
L	Edwardsville Unit School District #7 (Mr. Robert E. Eberle)

*Deceased September 16, 1966. Mr. Bowers contributed greatly to his part in the study.